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ABSTRACT

Florida's priorities for career education were determined by a statewide survey of parents and community leaders. Career education needs identified by the respondents included (1) student needs (develop students' competencies in job responsibility, self-concept, self-knowledge, flexibility, and tolerance; emphasize students' basic academic skills; develop students' career and self awareness, and avoid sex stereotyping); and (2) program needs (increase career education in the classroom especially by integrating it into general education subjects; and increase career guidance and counseling). The study was conducted by mailing one form of a survey to 1,100 representative parents throughout the state, and to 150 parents of exceptional children, and another form of the survey to 1,100 community leaders. The 668 responses received were analyzed using discrepancy analysis methods, and the results were compared with the findings of the Florida Assessment of the Needs in Career Education (FANCE) study and the Education Progress in Careers (EPIC) study in order to provide an integrated and balanced view of career education in Florida. (Results are presented for between group comparisons on strengths and weaknesses of career education, its most and least important tasks, and the rank ordering of priorities. The survey instruments and a summary of the FANCE study are included.) (KC)

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COMPREHENSIVE ASSESSMENT OF CAREER EDUCATION NEEDS IN FLORIDA

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June 30, 1978

CE026857

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EXECUTIVE SUMMARY

Introduction

The purpose of this study was to provide a comprehensive assessment of career education needs in Florida. Its primary intent was to determine priorities for career education as viewed by parents and community leaders. A secondary purpose was to provide comparative views of the two groups as well as those of parents of exceptional students, and a tertiary goal was to relate this investigation to the results of two previous studies in order to provide an integrated and balanced view of career education in Florida. This study deliberately did not distinguish between program goals and learner outcomes.

Method

One form of a 41 item survey form was mailed to a stratified sample of 1,100 parents from counties presumed to be representative of the state. An alternate form, differing in language but not meaning, was mailed to 1,100 community leaders in the same counties. In addition, 150 parents of exceptional children in Pinellas County were sampled with the parent form of the survey. A total of 668 respondents completed the survey.

The investigation used a modification of the needs assessment model called discrepancy analysis. This model entails four steps: obtaining perceptions of actual attainment of career education outcomes, determining percepts of the relative importance of those outcomes, ascertaining the discrepancies between "what is" and "what ought to be", and establishing priorities based on these discrepancies.

Results

Data from respondents were expressed in proportional terms. The test used to determine statistical significance was McNemar's Z. All 41 items differed significantly with respect to "what is" and "what ought to be" beyond the .001 level of significance. The magnitude of these discrepancies was the basis for determining priorities.

Between group differences and similarities were delineated with descriptive statistics, primarily means, mean differences, and Spearman rank order correlations.

The results of this primary investigation were logically and analytically compared with the findings of the Florida Assessment of the Needs in Career Education (FANCE) study and the Education Progress in Careers Study (EPIC) study.

Recommendations

Based on the findings of the study, the following recommendations were suggested.

Student Needs

1. Increase the emphasis on developing students' affective career competencies, especially in the areas of job responsibility, self-concept, self-knowledge, and flexibility and tolerence.

2. Continue to emphasize the development of students' basic academic skills, especially applying basic skills in careers and using information resources.

3. Continue to emphasize the development of students' career and self awareness, especially considering alternatives when making career decisions and viewing career roles independent of sex stereotypes.

Program Needs

4. Increase the infusion of career education concepts and approaches in classrooms, especially its integration into general education subjects.

   a. Provide more and better units on career skills, such as job hunting within existing courses.

   b. Improve the coordination of career education experiences across grade levels.

   c. Offer more in-service on infusion strategies for educators.

5. Increase the career guidance and counseling offered to students so that all students receive some career counseling.

a. Provide special career guidance for students with special needs (e.g., handicapped, minority, bilingual, or disadvantaged) and for students with negative attitudes toward work, school, and/or themselves.

b. Offer more in-service in career guidance and counseling strategies.

c. Improve the interest and aptitude testing program.

June 30, 1978

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Introduction

Career education, as that term is now understood, did not exist prior to 1971. In that year Sidney P. Marland (1971), then U.S. Commissioner of Education, gave career education its initial thrust in the dynamic speech to the National Association of Secondary Schools, a thrust which was to be implemented and magnified by him and by all subsequent U.S. Commissioners of Education to date. If one is to judge by the magnitude of activity today at the state and local levels, as well as by funding, conference, legislative and publication activity, there can be no question that career education represents a major, if sometimes controversial, educational reform movement.

The State Department of Education in Florida is heavily involved in this reform movement. One of the seven goals specified in the Provisional Florida State Plan for Career Education (Florida Department of Education, 1977) is to "conduct a statewide survey of student needs for programs which embody career education elements." It is to this end that this report is addressed.

Rationale

There is an abundant and growing body of evidence (Enderlein, 1977) to the effect that career education is, in some circumstances, accomplishing its aims in the areas of academic achievement, decision making skills, self concept and career awareness. Why then an "after the fact" needs assessment? It does not follow that what is being accomplished is what should be accomplished. How an objective is accomplished is a matter of professional judgment; what is to be done must necessarily involve parents and community leaders.

There is also a burgeoning number of career education needs assessment models and actual career education needs assessments. Superficially, it would

seem that another assessment would represent something like re-inventing the wheel or beating a dead horse. Closer examination, however, reveals that this is not the case for at least three sound reasons. First, perceived needs may well vary from area to area and from state to state. Second, career education is a dynamic, rapidly evolving movement and it is important to capture its most current dimensions. Third, an independently constructed instrument may well disclose nuances or aspects of needs not otherwise evident.

This needs assessment while using independently constructed instrumentation and directed at a different audience, has the same general goals as the FANCE (Florida Assessment of Needs in Career Education) conducted by the Ohio State University (1977) for the State of Florida. Those goals are to:

1. Develop and validate state level goals for career education
2. Identify state level strengths in current career education programs.
3. Identify state level educational problems and needs in career education.
4. Provide data to justify applying resources to some needs and not to others.
5. Increase validity, reliability and accountability in the decision making and program planning process.
6. Determine prioritized areas of need to emphasize within the state plan for career education programs.

Purpose

The primary purpose of this study is to determine Florida's priorities for career education as seen by parents and community leaders. Needs will be construed both as they relate to learner outcomes and to program goals. The latter is the usual term in needs assessments but the term facilitating needs will be here used. Facilitating needs are those needs that enable the achievement of learner outcomes or that enhance the possibility of attaining those outcomes.

A secondary and subordinate purpose of this investigation will be to relate its findings to those of two other Florida studies: (1) the Ohio State Study FANCE; Florida Assessment of Needs in Career Education, and (2) the EPIC; Education Progress in Career Education Study. Together the findings can be used

to provide statewide information about needs, problems, and priorities in career education that may be used in clarifying developing, implementing and justifying Florida plans for career education at both the state and local levels.

Design of the Study

Method

This investigation utilizes a modification of the needs assessment model called discrepancy analysis (Kaufman, 1968). This model entails four steps, exactly the same steps used by the Ohio State (FANCE) Study (Adams, 1977):

> (1) determining the actual attainment of career education outcomes, (2) determining the desired priority of attaining each outcome, (3) determining the amount of discrepancy between current and desired outcomes, and (4) placing priorities among these discrepancies or "needs."

It differs from the Ohio State Study in that, (1) the instrumentation is completely independent and direct comparison of specific needs and priorities is therefore not possible (2) student needs and program (roughly the same as facilitating needs) while recognized as taxonomically separable are not treated so, and (3) this study did not attempt to determine estimated percentages of need attainment.

Instrumentation

Two forms of a Career Education Survey Form were constructed, one for parents and one for community leaders. The two forms each contained 41 questions that were substantively the same and exactly parallel for comparative purposes. The language of the questions in many cases differed in order that the investigators neither risk "talking down" to community leaders nor communicating over the heads of the general population of parents.

The forms were constructed not as scales but as questionnaires wherein the individual question is the unit of analysis. It may well be that the survey form will have the characteristics of a scale as determined by factor analysis or canons

of internal consistency, but that is beyond the scope of this study. Two kinds of needs were deliberately included in a single form: those reflecting learner outcomes and those that facilitate or enable the achievement of those outcomes. While these types of needs or goals are taxonomically separable, in practice they go together; the one cannot be accomplished without the other. In this study, 21 of the statements would be classified as related to learner outcomes and 20 as facilitating goals.

Each statement included in the survey forms was so stated that it could be responded to with reference to both a "what is" and "what should be" basis, each measured on a five point scale. The difference between these provided discrepancy scores which were the primary basis for the determination of priorities. The technique of statement selection was that of iteration, a method used by Maslow (1954) and others before him. It consisted of collecting and collating the conventional wisdom and refining and re-refining it. During this refining process redundancies and inconsistencies were eliminated or reduced and the resultant set of statements represented a kind of distillation of extant beliefs about the goals of career education. The primary sources of this conventional wisdom were state and federal goal statements contained in works by Hoyt (1973) and Hansen (1977).

A taxing problem was to choose between breadth versus specificity of statements. There were two possible courses of action. If the specificity route had been chosen the survey form would have been of such length that people might not have chosen to take the time to respond. A solution to this would have been to send portions of the form to portions of the respondents, a technique called matrix sampling (Jaeger, 1973). This would have necessitated a much larger sample and would have not been cost effective. The alternative was to select statements of greater breadth and to restrict their number.

The goal statements selected were congruent with the broad curricular goals of the Florida Provision Plan for Career Education (Florida Department of Education, 1977) which are:

1. Ability to relate basic skills to career choices.
2. Career awareness.
3. Knowledge concerning career possibilities and career ladders.
4. Attitudes conducive to career responsibility.
5. Clarification of moral and ethical values related to career choice, career performance, and the social and economic implications of careers.
6. Knowledge and abilities related to general employability, personal development, human relationships, nutrition, consumer education, management of resources, and responsible parenthood.
7. Competency in specific occupations or other areas of career interest.

Sampling

The sample of parents and community leaders in this study does not represent random samples of statewide populations. For sundry reasons, this was simply not possible. The sample was chosen logically to be reasonably representative of the state geographically and by size of county population. Pinellas and Hillsborough represented the larger counties; Escambia and Brevard, the medium size counties; and Jefferson and Okeechobee, the smaller counties.

Parents were randomly selected in these counties from lists supplied by the Career Education offices of each county. The numbers of parents sampled were 300 in each of the larger counties, 150 in each of the medium sized counties, and 100 in each of the smaller counties, for a total of 1100 parents. Community leaders were randomly selected from phone books for inclusion in this study. Their numbers and proportions were exactly the same as in the parent sample for a total of 1100.

In addition to the aforementioned sample, 150 parents of students enrolled in the Exceptional Child Education Classes in Pinellas County were surveyed.

The selection of the described sample must be noted as a limitation and projections to a larger population must be interpreted with caution. A second limitation of this study is the uncertainty of the representativeness of the respondents to the originally drawn sample. Thus, all conclusions drawn must be viewed in terms of both limitations cited.

Data Collection and Analysis

On May 4, 1978, the 2,350 survey forms were mailed to the sample described. Copies of the survey forms for community leaders and parents are included as Exhibits 1 and 2 respectively in the Appendix to the report. A cover letter from Florida's Commissioner of Education was enclosed to enlist the support of those sampled. Copies of these letters are Exhibits 3 and 4 in the Appendix. Exactly two weeks later, May 18, "follow-up" post cards were sent to each of the 2,350 possible respondents. This card is reproduced as Exhibit 5 of the Appendix.

June 1 was designated as the cut-off date for receiving responses; survey forms arriving after that date (approximately 60) were not tabulated. Responses were received on time from 273 community leaders, 356 parents of students not classified as exceptional, and from 39 parents of exceptional children, or a grand total of 668 respondents. The response rates for those groups were, respectively; 24.82%- 32.36% and 26.00%, or 28.42% for the total sample.

Examination of the returns seemed to indicate that the instructions were not ambiguous or difficult to follow. There were some respondents who did not answer all questions; the percentage of unanswered questions was about one-half of one percent. Ambiguous responses (rare) or blank ones were treated as missing data and keypunched accordingly. To avoid unnecessary opportunities for human error, responses were keypunched directly from the survey forms rather than from coding sheets or special source documents.

Tabulated responses for the three respondent groups; community leaders, parents of students not classified as exceptional, and parents of exceptional children are reproduced in their entirety in Tables 1, 2, and 3. The serious reader or subsequent investigator may choose to interpret or manipulate the data in accord with his/her fancy or need. The survey form for parents elicited grade level data but this was not tabulated because of methodological and time limitations.

TABLE 1

RESPONSES OF COMMUNITY LEADERS TO ITEMS ON THE CAREER EDUCATION SURVEY FORM

WHAT OUGHT TO BE % of responses					MEAN	QUESTIONS	WHAT ACTUALLY IS % of responses					MEAN
Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)			Not at all (1)	Not Very Well (2)	Don't Know (3)	Well (4)	Extremely Well (5)	
0.0	0.7	0.0	18.9	80.4	4.7889	1. Teachers in all grades should emphasize basic literacy, communications, and arithmetic skills and help students see the relationship between academic content and job requirements.	2.6	73.6	11.5	11.2	1.1	2.3457
0.0	0.0	1.8	34.7	63.5	4.6162	2. Schools should enhance students' awareness of career options; they should broaden students' occupational horizons.	6.3	55.4	23.8	12.3	2.2	2.4870
0.0	6.3	10.7	39.1	43.9	4.2066	3. Teachers at all levels should work to promote decision making skills regarding employment and other life choices.	10.1	50.0	33.6	5.2	1.1	2.3731
2.2	3.7	11.1	41.3	41.7	4.1661	4. At the secondary level and beyond students should have non-academic career options and related instruction.	4.9	40.7	35.8	17.2	1.5	2.6978
0.7	4.1	3.7	33.2	58.3	4.4428	5. The courses related to careers should be seen as equal in importance as courses which prepare students for college.	12.7	43.3	30.2	11.0	1.9	2.4701
1.1	7.0	5.9	34.1	51.9	4.2852	6. A primary objective of career education should be to make students economically independent.	12.7	41.6	34.8	9.0	1.9	2.4569

Table 1 (continued)

WHAT OUGHT TO BE: % of responses					MEAN	QUESTIONS	WHAT ACTUALLY IS: % of responses					MEAN
Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)			Not At All (1)	Not Very Well (2)	Don't Know (3)	Well (4)	Extremely Well (5)	
0.4	0.0	0.7	23.6	75.3	4.7341	7. Schools should promote healthy attitudes toward the world of work.	12.6	44.7	24.8	15.6	2.3	2.5038
0.0	0.0	1.5	35.1	63.4	4.6189	8. Schools should help students to understand the economic and social values related to the world of work.	8.4	52.1	28.0	9.6	1.9	2.4444
0.4	4.6	7.6	41.4	46.0	4.2814	9. Career education should be future oriented and acquaint students with the new and innovative occupations.	7.7	37.3	44.2	8.8	1.9	2.6000
0.4	0.0	0.4	31.1	68.2	4.6667	10. Students should be made aware of the educational requirements for many jobs, not just the glamourous.	10.4	49.2	28.8	9.6	1.9	2.4346
1.5	12.9	6.8	39.9	38.8	4.0152	11. In all grades students should have some opportunities to explore the world of work and the skills necessary to various jobs.	12.1	37.4	39.7	8.9	1.9	2.5136
0.4	1.1	3.4	34.4	60.7	4.5382	12. Schools should help students develop a realistic perception of their abilities, skills and values in order to prepare them for realistic occupational choices.	14.3	43.8	29.1	10.5	2.3	2.4264
0.8	0.4	3.8	43.2	51.9	4.4508	13. Schools and school systems should offer vocational education courses as an elective part of career education.	3.9	31.3	29.0	31.3	4.6	3.0154

Table 1 (continued)

WHAT OUGHT TO BE % of responses					MEAN	QUESTIONS	WHAT ACTUALLY IS % of responses					MEAN
Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)			Not At All (1)	Not Very Well (2)	Don't Know (3)	Well (4)	Extremely Well (5)	
3.4	4.9	13.3	43.0	35.4	4.0190	14. School systems should provide career education specialists to help teachers plan, organize, integrate, and execute career education programs.	16.3	28.4	44.7	8.9	1.6	2.5097
0.7	3.7	4.9	39.9	50.7	4.3619	15. School systems should provide career education training to insure that teachers have an adequate understanding of our economic system, occupations, and employment entry requirements.	20.2	33.6	41.2	3.8	1.1	2.3206
3.3	10.8	19.0	38.7	28.3	3.7770	16. Teachers should supply students with abundant information regarding training, licensing, and union or professional organization requirements for jobs.	17.4	29.5	48.5	3.8	0.8	2.4091
0.7	1.5	7.1	44.2	46.5	4.3420	17. Schools should make sure that, at several points in the educational process, some systematic career planning and exploring is included.	12.6	39.5	39.5	6.1	2.3	2.4598
1.5	13.2	15.5	37.4	32.5	3.8604	18. All teachers should communicate to students what some kinds of workers actually do on the job.	14.1	34.8	45.7	2.7	2.7	2.4531
0.7	3.7	6.4	46.4	42.7	4.2659	19. Teachers should make systematic inquiries to ascertain what particular careers students are interested in and help them to find information about those careers.	15.0	39.2	32.3	12.3	1.2	2.4538

Table 1 (continued)

WHAT OUGHT TO BE % of responses					MEAN	QUESTIONS	WHAT ACTUALLY IS % of responses					MEAN
Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)			Not At All (1)	Not Very Well (2)	Don't Know (3)	Well (4)	Extremely Well (5)	
0.7	1.5	4.9	44.4	48.5	4.3843	20. Schools should maintain and use an adequate supply of books, films, and audio-visual materials about the world of work.	6.1	33.1	44.5	14.4	1.9	2.7300
0.4	2.2	3.3	27.5	66.5	4.5762	21. Every teacher should help students develop work habits and values consistent with those required for acquiring and keeping a job.	16.0	43.7	30.4	8.4	1.5	2.3574
0.8	3.8	6.1	43.1	46.2	4.3015	22. Some teachers at some stage in every school should be charged with helping students learn how to conduct themselves in job interviews.	16.0	37.0	36.2	9.7	1.2	2.4319
3.8	14.9	13.4	34.0	34.0	3.7939	23. Schools should maintain placement offices for part-time employment during school years and for full-time post-graduation placement.	19.0	26.6	38.9	14.3	1.2	2.5198
0.8	4.6	13.7	42.4	38.5	4.1336	24. Teachers should make every effort to involve parents in career education activities.	23.1	30.2	39.2	6.3	1.2	2.3216
1.2	2.7	5.0	40.0	51.2	4.3731	25. Career education programs should be designed so as to make school so interesting and relevant as to diminish the drop-out rate.	19.2	43.5	30.2	5.1	2.0	2.2706

Table 1 (continued)

WHAT OUGHT TO BE % of responses					MEAN	QUESTIONS	WHAT ACTUALLY IS % of responses					MEAN
Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)			Not At All (1)	Not Very Well (2)	Don't Know (3)	Well (4)	Extremely Well (5)	
0.8	1.5	5.0	50.8	42.0	4.3758	26. Teachers should make considerable effort to use all possible community resources in career education activities.	10.2	41.2	37.3	9.8	1.6	2.5137
1.1	10.3	18.7	46.2	23.7	3.8092	27. Schools should maintain, and make available to the public, an inventory of career education materials, activities and resource people.	15.9	23.4	49.6	9.5	1.6	2.5754
1.5	4.6	11.9	48.7	33.3	4.0766	28. School systems should give periodic standardized tests on career education skills to make sure that career education objectives are being met.	18.0	23.5	50.2	6.7	1.6	2.5020
1.1	5.7	13.7	33.6	45.8	4.1718	29. Teachers should help students understand that a correct job choice is a necessary ingredient of living the "good life"; this from both an individual and social point of view.	15.2	34.4	44.9	3.9	1.6	2.4219
0.8	6.1	13.6	40.9	38.6	4.1061	30. Teachers should insure that career education does not have a sexist or ethnic bias.	8.7	14.6	53.4	18.6	4.7	2.9605
						Community						
0.4	2.2	4.5	47.6	45.3	4.3521	31. Business, industry and civic leaders should contribute to and enable such activities as on-the-job training, cooperative education, and work study programs.	6.1	45.8	24.0	21.8	2.3	2.6832

Table 1 (continued)

WHAT OUGHT TO BE % of responses					MEAN	QUESTIONS	WHAT ACTUALLY IS % of responses					MEAN
Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)			Not At All (1)	Not Very Well (2)	Don't Know (3)	Well (4)	Extremely Well (5)	
0.0	0.4	3.8	53.8	42.1	4.3759	32. Community leaders should make themselves available as speakers and resource people to the schools.	5.0	41.7	29.7	20.5	3.1	2.7490
0.4	4.9	14.0	44.9	35.8	4.1094	33. Local employers should participate in and promote activities for gifted students such as executive internships, a program wherein such students work and identify with civic, government, and business leaders.	10.1	38.9	40.5	8.6	1.9	2.5331
2.3	9.0	19.5	44.0	25.2	3.8083	34. Local employers should offer appropriate work experiences for students who are "slow learners."	19.3	27.8	49.0	2.7	1.2	2.3861
1.1	5.3	16.9	46.2	30.5	3.9962	35. Local employers should offer appropriate work experiences for students who are physically handicapped, or who have seeing or hearing problems.	16.6	30.5	47.1	4.6	1.2	2.4324
0.0	1.5	8.2	50.4	39.9	4.2873	36. Employers should actively participate in Career Days held in school or in the community.	9.6	34.5	38.7	14.9	2.3	2.6590
0.0	1.5	4.5	47.8	46.3	4.3881	37. Employers should welcome and facilitate field trips by students to important local industries and enterprises.	7.6	25.9	35.4	28.5	2.7	2.9278

Table 1 (continued)

WHAT OUGHT TO BE % of responses					MEAN	QUESTIONS	WHAT ACTUALLY IS % of responses					MEAN
Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)			Not At All (1)	Not Very Well (2)	Don't Know (3)	Well (4)	Extremely Well (5)	
0.4	1.9	12.3	51.5	34.0	4.1679	38. Group meetings should be held to acquaint school board members, community leaders, and parents with career education.	16.4	32.1	45.0	5.3	1.1	2.4275
0.7	3.7	13.4	49.6	32.5	4.0933	39. Community leaders (civic, business, labor, professional, government) should be involved in the planning of career education programs.	15.1	35.5	40.9	6.9	1.5	2.4440
0.0	0.7	5.2	52.4	41.6	4.3483	40. Communities should provide ample opportunities for adult education, vocational, avocational and otherwise.	1.5	17.4	22.8	51.4	6.9	3.4479
0.0	0.7	7.1	42.9	49.3	4.4067	41. Community educational institutions (adult evening schools, community colleges, private colleges, etc.) should allow for re-entry of individuals at any time to accommodate people whose occupational skills have become outmoded, personally unsatisfactory, or otherwise inappropriate.	3.5	15.9	37.2	36.4	7.0	3.2752

TABLE 2

RESPONSES OF PARENTS OF STUDENTS NOT CLASSIFIED AS EXCEPTIONAL TO ITEMS ON THE CAREER EDUCATION SURVEY FORM

WHAT OUGHT TO BE — % of responses					MEAN	QUESTIONS	WHAT ACTUALLY IS — % of responses					MEAN
Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)			Not At All (1)	Not Very Well (2)	Don't Know (3)	Well (4)	Extremely Well (5)	
0.9	0.3	0.6	17.9	80.4	4.7670	1. All teachers should stress basic skills such as reading, writing, and arithmetic and help students see how these are important to jobs.	4.2	49.0	8.7	32.2	6.0	2.8687
0.9	1.4	4.5	39.8	53.4	4.4347	2. Schools should increase student awareness of a great variety of occupations; students should know about more jobs to choose from.	4.5	56.6	27.3	16.9	4.7	2.7092
3.7	11.7	15.7	41.6	27.4	3.7721	3. All teachers should teach how to make decisions about job choices.	12.2	33.0	42.9	9.2	2.7	2.5714
1.7	6.3	4.9	36.0	51.1	4.2857	4. At the high school level schools should allow students to select courses that are related to careers.	4.8	31.9	30.7	27.8	4.8	2.9582
1.1	3.4	4.9	36.0	54.6	4.3943	5. The courses related to careers should be seen as equal in importance as courses which prepare students for college.	8.6	35.4	31.3	20.8	3.9	2.7589
1.1	6.3	8.3	36.7	47.6	4.2321	6. A primary goal of schools is to make students become economically independent adults.	9.8	40.7	25.2	21.1	3.3	2.6736
0.6	1.1	3.7	40.9	53.7	4.4602	7. A very important goal of education is to promote healthy attitudes toward the world of work.	6.8	37.1	28.8	22.0	5.3	2.8190

Table 2 (continued)

WHAT OUGHT TO BE — % of responses					MEAN	QUESTIONS	WHAT ACTUALLY IS — % of responses					MEAN
Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)			Not At All (1)	Not Very Well (2)	Don't Know (3)	Well (4)	Extremely Well (5)	
0.6	0.0	2.6	46.6	50.3	4.4600	8. Schools should help students to understand the economics of the world of work.	6.5	41.8	27.3	19.6	4.7	2.7418
1.1	6.0	8.6	44.0	40.2	4.1609	9. Education should be about the future and should make the student aware of new and challenging jobs.	6.0	36.4	35.8	17.2	4.5	2.7777
0.8	2.5	5.1	47.3	44.2	4.3144	10. Students should be taught the educational requirements for many jobs, not just the popular ones.	8.4	39.0	33.6	13.2	5.7	2.6877
1.4	10.9	6.9	45.7	35.1	4.0229	11. In all grades students should have some opportunities to study about the world of work and the skills necessary for different jobs.	8.4	35.7	39.6	12.6	3.6	2.6727
0.3	0.9	2.6	41.5	54.8	4.4972	12. Schools should help the student learn their abilities, skills, and values so that they can make realistic job choices.	8.6	43.3	28.2	14.8	5.0	2.6439
0.3	2.5	4.5	45.9	46.7	4.3626	13. Schools should offer trade and technical courses as part of learning about jobs.	7.1	27.6	28.2	31.5	5.6	3.0089
3.4	5.7	12.1	36.8	42.0	4.0805	14. School systems should have career education specialists employed to help teachers plan, organize, and teach about jobs and careers.	19.0	27.3	37.7	11.0	5.0	2.5579
1.1	3.1	9.7	41.2	44.9	4.2557	15. School systems should give training to teachers to make sure that they understand our economic system, the job market and job requirements.	18.5	30.1	39.0	8.3	4.2	2.4970

Table 2 (continued)

WHAT OUGHT TO BE % of responses					MEAN	QUESTIONS	WHAT ACTUALLY IS % of responses					MEAN
Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)			Not At All (1)	Not Very Well (2)	Don't Know (3)	Well (4)	Extremely Well (5)	
1.8	5.6	15.8	48.4	28.4	3.9619	16. Teachers should make sure that students know about training, licensing and union or professional organization requirements for jobs.	18.2	30.6	40.6	7.3	3.3	2.4697
0.3	1.2	2.9	48.4	47.2	4.4116	17. Schools should make sure that, at some stage of their school careers, students do some career planning and exploring.	9.5	39.0	29.9	18.3	3.4	2.6707
2.9	18.7	19.3	33.9	25.1	3.5965	18. All teachers should talk to students about what workers actually do on the job.	15.3	24.5	48.0	9.5	2.8	2.5994
0.3	5.3	7.0	43.6	43.9	4.2544	19. Teachers should find out what careers individual students are interested in and help them get information about these careers.	14.2	32.6	32.9	16.0	4.3	2.6369
0.6	2.0	4.7	56.4	36.3	4.2573	20. Schools should keep and use an adequate supply of books, films, and audio-visual materials about the world of work.	7.3	29.8	41.6	15.2	6.1	2.8298
0.6	3.8	8.2	39.4	47.9	4.3029	21. Every teacher should help students develop work habits and values needed to get and keep jobs.	10.1	33.3	35.8	16.8	4.0	2.7125
0.9	5.0	7.6	41.7	44.9	4.2478	22. High school teachers should be required to help students learn how to conduct themselves in job interviews.	14.3	26.7	38.0	15.2	5.8	2.7143

Table 2 (continued)

WHAT OUGHT TO BE % of responses					MEAN	QUESTIONS	WHAT ACTUALLY IS % of responses					MEAN
Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)			Not At All (1)	Not Very Well (2)	Don't Know (3)	Well (4)	Extremely Well (5)	
3.5	12.6	14.1	31.1	38.7	3.8886	23. Schools should have placement offices for part-time employment during school years and for full-time employment after graduation.	17.8	23.1	43.4	10.8	4.9	2.6185
1.7	5.0	19.0	42.9	31.5	3.9738	24. Teachers should involve parents in helping learn about jobs.	23.6	23.9	41.4	7.7	3.4	2.4325
0.6	1.1	3.4	41.1	53.7	4.4626	25. Career education programs should be designed to be interesting and important enough to reduce drop-out rates.	14.6	33.7	37.4	10.9	3.3	2.5471
0.6	3.2	9.3	46.7	40.3	4.2290	26. Teachers should try hard to involve and use community people in teaching about jobs.	11.9	30.5	40.2	14.9	2.4	2.6555
1.7	10.3	16.1	43.7	28.2	3.8621	27. Schools should keep, and make available to the public, a collection of information about jobs and careers.	13.6	22.9	47.0	12.7	3.9	2.7048
1.7	5.2	16.9	44.5	31.7	3.9913	28. School systems should give standardized tests on career education skills to insure that objectives are being met.	14.3	20.4	51.8	10.1	3.4	2.6768
1.7	1.7	9.4	44.6	42.6	4.2457	29. Teachers should help students to understand that correct job choices are necessary to living a productive and enjoyable life.	11.3	29.1	43.1	12.5	4.0	2.6881
2.3	3.8	11.9	40.7	41.3	4.1483	30. Teachers should insure that career education programs do not have a sex or racial bias.	8.2	15.9	50.6	18.6	6.7	2.9970

Table 2 (continued)

WHAT OUGHT TO BE % of responses					MEAN	QUESTIONS	WHAT ACTUALLY IS % of responses					MEAN
Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)			Not At All (1)	Not Very Well (2)	Don't Know (3)	Well (4)	Extremely Well (5)	
						Community						
0.6	1.7	6.3	43.4	48.0	4.3657	31. Business, industry, and civic leaders should work with the schools by providing on-the-job training for students.	10.6	28.4	37.8	17.8	5.4	2.7915
0.9	1.4	5.7	45.4	46.6	4.3543	32. Community leaders should make themselves available to the schools as speakers and for advice.	9.1	27.2	41.4	16.9	5.4	2.8248
4.0	11.2	18.2	37.8	28.8	3.7608	33. Local employers should provide special work experiences for students who are highly intelligent.	9.3	18.9	55.6	12.0	4.2	2.8288
2.9	9.5	18.6	40.1	28.9	3.8281	34. Local employers should provide work experiences for students who are "slow learners".	16.7	19.7	53.6	7.3	2.7	2.5970
1.7	7.5	16.7	38.9	35.2	3.9827	35. Local employers should provide work experiences for students who are physically handicapped, or who have seeing or hearing problems.	16.7	14.8	56.1	7.6	4.8	2.6909
0.3	2.0	12.7	50.1	34.9	4.1729	36. Employers should actively participate in Career Days held in or out of school settings.	7.3	20.8	51.7	17.5	2.7	2.8761
0.6	2.3	8.9	50.6	37.6	4.2241	37. Employers should welcome and help with field trips to important local business and other places of work.	10.4	20.7	43.6	21.6	3.7	2.8750

Table 2 (continued)

WHAT OUGHT TO BE % of responses					MEAN	QUESTIONS	WHAT ACTUALLY IS % of responses					MEAN
Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)			Not At All (1)	Not Very Well (2)	Don't Know (3)	Well (4)	Extremely Well (5)	
1.2	5.2	18.7	48.7	26.2	3.9366	38. Group meetings should be held to teach school board members, parents, and community leaders about jobs and careers.	13.1	20.4	55.0	7.9	3.6	2.6869
1.7	4.6	9.2	50.4	34.1	4.1060	39. Civic, business, professional and government leaders should be involved in the planning of career education programs.	4.3	12.5	24.3	47.7	11.2	3.4924
0.3	0.6	3.1	52.0	44.0	4.3886	40. Communities should provide ample opportunities for adult education, vocational and otherwise.	4.3	12.5	24.3	47.7	11.2	3.4924
1.2	8.1	10.4	40.2	40.2	4.1012	41. Community colleges and adult evening programs should allow individuals to enter their programs at any time for the purpose of learning a new job or career.	4.9	12.2	39.9	32.3	10.7	3.3171

TABLE 3

RESPONSES OF PARENTS OF EXCEPTIONAL CHILDREN TO ITEMS ON THE CAREER EDUCATION SURVEY FORM

WHAT OUGHT TO BE — % of responses					MEAN	QUESTIONS	WHAT ACTUALLY IS — % of responses					MEANS
Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)			Not At All (1)	Not Very Well (2)	Don't Know (3)	Well (4)	Extremely Well (5)	
2.6	2.6	2.6	23.7	68.4	4.5263	1. All teachers should stress basic skills such as reading, writing, and arithmetic and help students see how these are important to jobs.	10.5	63.2	7.9	13.2	5.3	2.3947
2.6	0.0	5.3	52.6	39.5	4.2632	2. Schools should increase student awareness of a great variety of occupations; students should know about more jobs to choose from.	5.4	51.4	24.3	10.8	8.1	2.6486
2.8	19.4	11.1	44.4	22.2	3.6389	3. All teachers should teach how to make decisions about job choices.	13.9	38.9	33.3	13.9	0.0	2.4722
0.0	0.0	0.0	41.7	58.3	4.5833	4. At the high school level schools should allow students to select courses that are related to careers.	16.7	38.9	30.6	8.3	5.6	2.4722
0.0	2.7	0.0	37.8	59.5	4.5405	5. The courses related to careers should be seen as equal in importance as courses which prepare students for college.	23.5	32.4	38.2	2.9	2.9	2.2941
2.6	5.3	13.2	34.2	44.7	4.1316	6. A primary goal of schools is to make students become economically independent adults.	16.7	44.4	16.7	16.7	5.6	2.5000
0.0	5.3	0.0	57.9	36.8	4.2632	7. A very important goal of education is to promote healthy attitudes toward the world of work.	11.1	52.8	16.7	11.1	8.3	2.5278

Table 3 (continued)

WHAT OUGHT TO BE % of responses					MEAN	QUESTIONS	WHAT ACTUALLY IS % of responses					MEAN
Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)			Not At All (1)	Not Very Well (2)	Don't Know (3)	Well (4)	Extremely Well (5)	
0.0	2.6	2.6	60.5	34.2	4.2632	8. Schools should help students to understand the economics of the world of work.	0.0	58.3	25.0	11.1	5.6	2.6389
0.0	10.8	10.8	45.9	32.4	4.0000	9. Education should be about the future and should make the student aware of new and challenging jobs.	11.4	40.0	28.6	14.3	5.7	2.6286
0.0	2.8	8.3	52.8	36.1	4.2222	10. Students should be taught the educational requirements for many jobs, not just the popular ones.	5.7	45.7	28.6	17.1	2.9	2.6571
5.3	7.9	10.5	57.9	18.4	3.7632	11. In all grades students should have some opportunities to study about the world of work and the skills necessary for different jobs.	11.1	44.4	27.8	13.9	2.8	2.5278
0.0	0.0	0.0	42.1	57.9	4.5789	12. Schools should help the student learn their abilities, skills, and values so that they can make realistic job choices.	8.3	55.6	19.4	11.1	5.6	2.5000
0.0	0.0	0.0	52.6	47.4	4.4737	13. Schools should offer trade and technical courses as part of learning about jobs.	5.4	45.9	18.9	24.3	5.4	2.7838
2.7	2.7	16.2	40.5	37.8	4.0811	14. School systems should have career education specialists employed to help teachers plan, organize, and teach about jobs and careers.	14.3	40.0	31.4	5.7	8.6	2.5429
0.0	8.1	8.1	40.5	43.2	4.1892	15. School systems should give training to teachers to make sure that they understand our economic system, the job market and job requirements.	22.2	44.4	30.6	2.8	0.0	2.1389

Table 3 (continued)

WHAT OUGHT TO BE % of responses					MEAN	QUESTIONS	WHAT ACTUALLY IS % of responses					MEAN
Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)			Not At All (1)	Not Very Well (2)	Don't Know (3)	Well (4)	Extremely Well (5)	
2.9	0.0	17.1	51.4	38.6	4.0286	16. Teachers should make sure that students know about training, licensing and union or professional organization requirements for jobs.	17.1	40.0	28.6	11.4	2.9	214286
0.0	0.0	2.8	52.8	44.4	4.4167	17. Schools should make sure that, at some stage of their school careers, students do some career planning and exploring.	2.9	42.9	31.4	17.1	5.7	2.8000
0.0	24.3	13.5	37.8	24.3	3.6216	18. All teachers should talk to students about what workers actually do on the job.	11.4	37.1	31.4	11.4	8.6	2.6857
0.0	2.7	8.1	45.9	43.2	4.2973	19. Teachers should find out what careers individual students are interested in and help them get information about these careers.	8.6	42.9	28.6	17.1	2.9	2.6286
0.0	2.7	10.8	59.5	27.0	4.1081	20. Schools should keep and use an adequate supply of books, films, and audio-visual materials about the world of work.	8.6	37.1	31.4	14.3	8.6	2.7714
0.0	2.7	5.4	43.2	48.6	4.3784	21. Every teacher should help students develop work habits and values needed to get and keep jobs.	17.1	42.9	25.7	5.7	8.6	2.4571
0.0	5.6	5.6	47.2	41.7	4.2500	22. High school teachers should be required to help students learn how to conduct themselves in job interviews.	20.0	34.3	28.6	11.4	5.7	2.4857

Table 3 (continued)

WHAT OUGHT TO BE % of responses					MEAN	QUESTIONS	WHAT ACTUALLY IS % of responses					MEAN
Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)			Not At All (1)	Not Very Well (2)	Don't Know (3)	Well (4)	Extremely Well (5)	
0.0	13.5	16.2	43.2	27.0	3.8378	23. Schools should have placement offices for part-time employment during school years and for full-time employment after graduation.	23.5	23.5	35.3	14.7	2.9	2.5000
2.8	5.6	22.2	36.1	33.3	3.9167	24. Teachers should involve parents in helping learn about jobs.	25.7	31.4	34.3	5.7	2.9	2.2857
0.0	2.6	0.0	44.7	52.6	4.4737	25. Career education programs should be designed to be interesting and important enough to reduce drop-out rates.	19.4	61.1	19.4	0.0	0.0	2.000
0.0	2.6	7.9	36.8	52.6	4.3947	26. Teachers should try hard to involve and use community people in teaching about jobs.	22.2	36.1	30.6	5.6	5.6	2.3611
0.0	7.9	10.5	36.8	44.7	4.1842	27. Schools should keep, and make available to the public, a collection of information about jobs and careers.	18.9	32.4	32.4	5.4	10.8	2.5676
2.6	2.6	5.3	55.3	34.2	4.1579	28. School systems should give standardized tests on career education skills to insure that objectives are being met.	19.4	27.8	41.7	5.6	5.6	2.5000
0.0	0.0	2.6	47.4	50.0	4.4737	29. Teachers should help students to understand that correct job choices are necessary to living a productive and enjoyable life.	13.9	36.1	33.3	11.1	5.6	2.5833
0.0	2.7	5.4	40.5	51.4	4.4054	30. Teachers should insure that career education programs do not have a sex or racial bias.	11.4	37.1	31.4	14.3	5.7	2.6571

Table 3 (continued)

WHAT OUGHT TO BE % of responses					MEAN	QUESTIONS	WHAT ACTUALLY IS % of responses					MEAN
Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)			Not At All (1)	Not Very Well (2)	Don't Know (3)	Well (4)	Extremely Well (5)	
						Community						
0.0	0.0	2.6	39.5	57.9	4.5526	31. Business, industry, and civic leaders should work with the schools by providing on-the-job training for students.	25.0	33.3	27.8	8.3	5.6	2.3611
0.0	5.3	5.3	44.7	44.7	4.2895	32. Community leaders should make themselves available to the schools as speakers and for advice.	19.4	36.1	33.3	2.8	8.3	2.4444
2.6	10.5	10.5	39.5	36.8	3.9737	33. Local employers should provide special work experiences for students who are highly intelligent.	16.7	30.6	33.3	11.1	8.3	2.6389
2.6	7.9	7.9	28.9	52.6	4.2105	34. Local employers should provide work experiences for students who are "slow learners".	19.4	36.1	30.6	5.6	8.3	2.4722
0.0	2.7	10.8	32.4	54.1	4.3784	35. Local employers should provide work experiences for students who are physically handicapped, or who have seeing or hearing problems.	14.3	42.9	28.6	5.7	8.6	2.5143
0.0	5.3	18.4	36.8	39.5	4.1053	36. Employers should actively participate in Career Days held in or out of school settings.	25.0	30.6	41.7	0.0	2.8	2.2500
2.6	2.6	10.5	52.6	31.6	4.0789	37. Employers should welcome and help with field trips to important local business and other places of work.	19.4	33.3	33.3	8.3	5.6	2.4722

Table 3 (continued)

WHAT OUGHT TO BE % of responses					MEAN	QUESTIONS	WHAT ACTUALLY IS % of responses					MEAN
Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)			Not At All (1)	Not Very Well (2)	Don't Know (3)	Well (4)	Extremely Well (5)	
5.3	5.3	18.4	44.7	26.3	3.8158	38. Group meetings should be held to teach school board members, parents, and community leaders about jobs and careers.	30.6	19.4	41.7	2.8	5.6	2.3333
2.6	2.6	10.5	44.7	39.5	4.1579	39. Civic, business, professional and government leaders should be involved in the planning of career education programs.	19.4	36.1	38.9	0.0	5.6	2.3611
0.0	0.0	5.3	39.5	55.3	4.5000	40. Communities should provide ample opportunities for adult education, vocational and otherwise.	2.8	22.2	30.6	27.8	16.7	3.3333
2.6	5.3	21.1	28.9	42.1	4.0263	41. Community colleges and adult evening programs should allow individuals to enter their programs at any time for the purpose of learning a new job or career.	5.6	27.8	38.9	19.4	8.3	2.9722

Many of the respondents were sufficiently concerned, involved or otherwise moved to add narrative comment or append letters. These untabulatable responses were both positive and negative in nature. A reasonably representative sample of such comments follow:

> . . . centralized resource facilities by specified geographical areas would be more effective and less expensive to the taxpayer.
>
> . . . Business and industry leaders will be more willing to participate in career education programs if they have mutually agreed upon objectives, are well organized, and are prudently budgeted.
>
> . . . Non-school personnel should be asked to help formulate these programs.
>
> . . . Our economic system should be taught to all academic and non-academic students.
>
> . . . Non-academic careers should be promoted as honorable, honest and necessary.
>
> . . . if they (students) can't <u>read</u> and <u>add</u>, what good is a career. No one would want to hire them.
>
> . . . I strongly agree with all-after the student has a basic education.
>
> . . . for high school I would agree, I would not agree at the elementary level.
>
> . . . the schools need to have people involve the students in some type of career education.
>
> . . . Not all students are college material. They also need jobs.
>
> . . . If students were taught that until graduation that school was their job and that their grades are their salary and that grades reflect their earning potential, they would be better prepared for the outside world.
>
> . . . the reason that people are not prepared to enter the job world is - lack of strict discipline and moral codes in the schools.
>
> . . . I feel the primary purpose of education should be self-awareness and development. Most people can find their own niche if they are confident of their abilities and made aware of available opportunities.
>
> . . . I haven't seen any of these (career programs) in the high schools my children attended.

. . . there are not enough teachers or parents that want to get involved with the future of most students.

. . . Teacher-training for career education needs to be strengthened.

. . . Special job fairs for students or mobile resource centers available to all students at sufficient times in the school year would serve everyone better at less cost.

. . . We could use more government support in helping our young people to be more self supporting in their adult years.

. . . It has been my experience thus far with the local public high school that trade assistance, programs and guidance are more paper than actual, are poorly instructed and serve no real purpose in their being.

. . . Many of the above responsibilities lie in the home, not the school.

. . . good, quality education is very important, but so often students are pressured into a career choice too early in school.

. . . Businesses should be encouraged to supply this type (career ed. books, films, etc.) of information.

. . . Taxpayer's money should not be spent on public school job placement.

. . . College should do this. (Train teachers about the economic system, the job market, and job requirements).

. . . Our high schools are lacking tremendously in preparing our children for the work world.

Statistics

A primary purpose of the study was to determine priorities for career education in Florida as these were evidenced by discrepancy scores between measures of what is and what should be. Since the level of measurement of five point response scales (strongly to strongly disagree or not at all to extremely well) is a matter of dispute among statisticians as is the appropriate methodology for using such data for inferential purposes, the usual (and questionable) practice of using means for inferential purposes was rejected. Instead it was decided to focus on proportions as the basis for inferential analysis.

The intended statistical test for establishing the significance of within group differences (What Ought to Be) versus (What Is) was McNemar's (1947) $\bar{z}$ ratio for difference between correlated proportions. This test assumes only nominal level measurement. To accomplish this for the Should Be component; Strongly Agree (5) and Agree (4) were collapsed as p_1, and all other responses (Neutral (3), Disagree (2), and Strongly Disagree (1)) as q_1. For the What Is component the responses were similarly combined into p_2 and q_2. This was sufficient data for the computation of McNemar's $\bar{z}$. It was anticipated that the magnitude of the differences between the What Should Be and What Actually Is responses would be gross and highly significant statistically. This was in fact the case, and this being so it would have been redundant and something of a statistical overkill to calculate all $\bar{z}$'s. If the smallest of the differences between correlated proportions in each group could be shown to be significant, it logically follows that all others would also be significant.

All other statistics presented in this study; means, modes, standard deviations, differences between means, rank orders, and Spearman rank order correlations must be regarded as purely descriptive. Their use for inferential purposes is not warranted. They are presented as easily understood descriptive statistics a-d as a very tentative basis for comparing between group responses.

Results

Tables 4, 5, and 6 present the data, expressed in proportional terms, for determining the within group differences for the three groups of respondents, community leaders, parents of students not classified as exceptional, and parents of exceptional children. Table 7 summarizes this data for all respondents. Table 8 is the basis for the most important findings of this study; it presents a rank ordering of priorities as these are evidenced by discrepancy measures,

TABLE 4

RESPONSES OF COMMUNITY LEADERS TO ITEMS ON THE CAREER EDUCATION SURVEY FORM CONTRASTED BY "WHAT SHOULD BE" AND "WHAT ACTUALLY IS"

	WHAT SHOULD BE		WHAT ACTUALLY IS	
	Strongly Agree or Agree	Other Responses	Extremely Well or Well	Other Responses
ITEM	%	%	%	%
1.	99.3	.7	12.3	87.7
2.	98.2	1.8	14.5	85.5
3.	83.0	17.0	6.3	93.7
4.	83.0	17.0	18.7	81.3
5.	91.5	8.5	13.8	86.2
6.	86.0	14.0	10.9	89.1
7.	98.9	1.1	17.9	82.1
8.	98.5	1.5	11.5	88.5
9.	87.4	12.6	10.7	89.3
10.	99.3	.7	11.5	88.5
11.	78.7	21.3	10.8	89.2
12.	95.1	4.9	12.8	87.2
13.	95.1	4.9	35.9	64.1
14.	78.4	21.6	10.5	89.5
15.	90.6	9.4	4.9	95.1
16.	67.0	33.0	4.6	95.4
17.	90.7	9.3	8.4	91.6
18.	69.9	30.1	5.4	94.6
19.	89.1	10.9	13.5	86.5
20.	92.9	7.1	16.3	83.7
21.	94.0	6.0	9.9	90.1
22.	89.3	10.7	10.9	89.1
23.	68.0	32.0	15.5	84.5
24.	80.9	19.1	7.5	92.5
25.	91.2	8.8	7.1	92.9
26.	92.8	7.2	11.4	88.6
27.	69.9	30.1	11.1	88.9
28.	82.0	18.0	8.3	91.7
29.	79.4	20.6	5.5	94.5
30.	79.5	20.5	25.3	74.7
31.	92.9	7.1	24.1	75.9
32.	95.9	4.1	23.6	76.4
33.	80.7	19.3	10.5	89.5
34.	69.2	30.8	3.9	96.1
35.	76.7	23.3	5.8	94.2
36.	90.3	9.7	17.2	82.8
37.	94.1	5.9	31.2	68.8
38.	85.5	14.5	6.4	93.6
39.	82.1	17.9	8.4	91.6
40.	94.0	6.0	58.3	41.7
41.	92.2	7.8	43.4	56.6

TABLE 5

RESPONSES OF PARENTS OF CHILDREN NOT CLASSIFIED AS EXCEPTIONAL TO ITEMS ON THE CAREER EDUCATION SURVEY FORM CONTRASTED BY "WHAT SHOULD BE" AND "WHAT ACTUALLY IS"

	WHAT SHOULD BE		WHAT ACTUALLY IS	
	Strongly Agree or Agree	Other Responses	Extremely Well or Well	Other Responses
ITEM	%	%	%	%
1.	98.3	1.7	38.2	61.8
2.	93.2	6.8	21.6	78.4
3.	69.0	31.0	11.9	88.1
4.	87.1	12.9	32.6	67.4
5.	90.6	9.4	24.7	75.3
6.	84.3	15.7	24.4	75.6
7.	94.6	5.4	27.3	72.7
8.	96.9	3.1	24.3	75.7
9.	84.2	15.8	21.7	78.3
10.	91.5	8.5	18.9	81.1
11.	80.8	19.2	16.2	83.8
12.	96.3	3.7	19.8	80.2
13.	92.6	7.4	37.1	62.9
14.	78.8	21.2	16.0	84.0
15.	86.1	13.9	12.5	87.5
16.	76.4	23.6	10.6	89.4
17.	95.6	4.4	21.7	78.3
18.	59.0	41.0	12.3	87.7
19.	87.5	12.5	20.3	79.7
20.	92.7	7.3	21.3	78.7
21.	87.3	12.7	20.8	79.2
22.	86.6	13.4	21.0	79.0
23.	69.8	30.2	15.7	84.3
24.	74.4	25.6	11.1	88.9
25.	94.8	5.2	14.2	85.8
26.	87.0	13.0	17.3	82.7
27.	71.9	28.1	16.6	83.4
28.	76.2	23.8	13.5	86.5
29.	87.2	22.8	16.5	83.5
30.	82.0	18.0	25.3	74.7
31.	91.4	8.6	23.2	76.8
32.	92.0	8.0	22.3	77.7
33.	66.6	33.4	16.2	83.8
34.	69.0	31.0	10.0	90.0
35.	74.1	25.9	12.4	87.6
36.	85.0	15.0	20.2	79.8
37.	88.2	11.8	25.3	74.7
38.	74.9	25.1	11.5	88.5
39.	84.5	15.5	12.5	87.5
40.	96.0	4.0	58.9	41.1
41.	80.4	19.6	43.0	57.0

TABLE 6

RESPONSES OF PARENTS OF CHILDREN CLASSIFIED AS EXCEPTIONAL TO ITEMS ON THE CAREER EDUCATION SURVEY FORM CONTRASTED BY "WHAT SHOULD BE" AND "WHAT ACTUALLY IS"

	WHAT SHOULD BE		WHAT ACTUALLY IS	
	Strongly Agree or Agree	Other Responses	Extremely Well or Well	Other Responses
ITEM	%	%	%	%
1.	92.1	7.9	18.5	81.5
2.	92.1	7.9	18.9	81.1
3.	66.6	33.4	13.9	86.1
4.	100.0	0.0	13.9	86.1
5.	97.3	2.7	5.8	94.2
6.	78.9	21.1	22.3	77.7
7.	94.7	5.3	19.4	80.6
8.	94.7	5.3	16.7	83.3
9.	78.3	21.7	20.0	80.0
10.	88.9	11.1	20.0	80.0
11.	76.3	23.7	16.7	83.3
12.	100.0	00.0	16.7	83.3
13.	100.0	00.0	29.7	70.3
14.	78.3	21.7	14.3	85.7
15.	83.7	16.3	2.8	97.2
16.	80.0	20.0	14.3	85.7
17.	97.2	2.8	22.8	77.2
18.	62.1	37.9	20.0	80.0
19.	89.1	10.9	20.0	80.0
20.	86.5	13.5	22.9	77.1
21.	91.8	8.2	14.3	85.7
22.	88.9	11.1	17.1	82.9
23.	70.2	29.8	17.6	82.4
24.	69.4	30.6	8.6	91.4
25.	97.3	2.7	0.0	100.0
26.	89.4	10.6	11.2	88.8
27.	81.5	18.5	16.2	83.8
28.	89.5	10.5	11.2	88.8
29.	97.4	2.6	16.7	83.3
30.	91.9	8.1	20.0	80.0
31.	97.4	2.6	13.9	86.1
32.	89.4	10.6	11.1	88.9
33.	76.3	23.7	19.4	80.6
34.	81.5	18.5	13.9	86.1
35.	86.5	13.5	14.3	85.7
36.	76.3	23.7	2.8	97.2
37.	84.2	15.8	13.9	86.1
38.	71.0	29.0	8.4	91.6
39.	84.2	15.8	5.6	94.4
40.	94.8	5.2	44.5	55.5
41.	71.0	29.0	27.7	72.3

TABLE 7

RESPONSES OF ALL RESPONDENTS TO ITEMS ON THE CAREER EDUCATION SURVEY FORM CONTRASTED BY "WHAT SHOULD BE" AND "WHAT ACTUALLY IS"

	WHAT SHOULD BE	WHAT ACTUALLY IS
	Strongly Agree or Agree	Extremely Well or Well
ITEM	%	%
1.	98.3	15.8
2.	95.1	18.9
3.	74.2	9.7
4.	86.1	25.6
5.	95.5	19.1
6.	84.7	18.6
7.	96.4	23.0
8.	97.4	18.6
9.	85.2	17.1
10.	94.4	15.9
11.	76.3	16.7
12.	96.1	16.8
13.	94.1	36.2
14.	78.5	13.7
15.	97.8	8.9
16.	72.9	8.2
17.	93.7	16.1
18.	63.7	9.9
19.	88.2	17.4
20.	92.4	19.3
21.	90.4	15.8
22.	87.8	16.6
23.	69.1	15.7
24.	76.8	8.4
25.	93.5	10.5
26.	89.5	14.6
27.	71.6	14.4
28.	79.3	11.1
29.	84.6	12.0
30.	81.6	24.1
31.	92.4	23.0
32.	93.4	22.2
33.	73.0	14.0
34.	68.8	7.7
35.	75.8	9.8
36.	86.7	17.9
37.	90.3	27.1
38.	79.0	9.2
39.	83.5	10.5
40.	95.3	57.9
41.	84.6	42.3

the difference between the proportions of responses on the What Should Be and the What Actually Is dimensions of the survey items.

Tables 9 through 14 present data for considering between group differences on both the "Is" and the "ought" components of this investigation. This data is supplemented by information contained in Figures 1 through 18 interspersed through the narrative. As previously noted, comparisons here must be considered judgmental and tentative and not the consequence of statistical inference. More valid comparisons must await sophisticated analysis of extant data or other studies. Considering the small size of the N for parents of exceptional children, narrative generalizations and comparisons will generally be restricted to community leaders and parents of children not classified as exceptional.

Within Group Comparisons

The principal results of this study are to be found in Tables 4 through 7. The discrepancy measure used to determine priorities was the difference between correlated proportions. It can be demonstrated that all of the differences between the proportions of responses to the What Should Be and What Actually Is components of the survey items are significant beyond the .001 level. This holds true for the responses of community leaders (Table 4), parents of children not classified as exceptional (Table 5), parents of exceptional children (Table 6), and for all respondents (Table 7). It can unequivocally be stated that, as viewed by the respondents to this survey, there is a real and significant difference between the degree to which career education needs (student and program or facilitating needs) ought to be met and the degree to which they are being met.

Attention is also drawn to the magnitude of the difference between proportions. These vary from 37.4% to 88.9%. The median difference is 69.4% and only two differences are less than 50%. Not only are the differences real and significant, but of substantial size and practical importance.

Table 8 presents the differences between proportions in rank order; this can be interpreted as a tabulation of priorities. In viewing these it must be kept in mind that all differences are statistically significant, of large magnitude, and of practical importance. It should also be remembered that, given the large magnitude of differences between proportions, differences in rank order occasioned by slight differences of percentage differences in proportion should not be over-interpreted.

Three generalizations about priorities seem obvious and pertinent. First, the rank order of priorities did not show any evident difference between student needs and facilitating needs. This lends some credence to the notion that the public recognizes that program needs are necessary preconditions for achievement of learner outcomes. Second, in general, the rank order of priorities reasonably corresponds with the judged importance of the task. This obviates or minimizes the need for the quadrant system for reporting needs and priorities as was done in the Ohio State Study. Third, with respect to learner outcomes the higher rank orders were generally assigned to those related to career awareness and/or career statements than to other learner outcome categories.

The first three rank ordered priorities also seem to warrant comment. Rank order one was assigned to the statement, "School systems should give training to teachers to make sure that they understand our economic system, the job market and job requirements." This is one of the priorities that indicates public recognition of program needs as necessary to accomplish learner outcomes. It also, incidentally reflects on teacher training institutions. Priority two relates to using career education as the vehicle for reducing the drop-out rate. It may reflect the public belief that career education can do this. Priority three must certainly be a reflection of the current back-to-basics movement in the schools of Florida. The association between academic achievement and career education also seems to reflect public acceptance of U.S. Office of Career Education's current

TABLE 8

RANK ORDER OF PRIORITIES AS DETERMINED BY DIFFERENCE BETWEEN PROPORTIONS OF RESPONSES TO "WHAT SHOULD BE" AND "WHAT ACTUALLY IS" COMPONENTS OF THE CAREER EDUCATION SURVEY FORM*

RANK		ITEM	DIFFERENCE BETWEEN PROPORTIONS
1.	15.	School systems should give training to teachers to make sure that they understand our economic system, the job market and job requirements.	88.9
2.	25.	Career education programs should be designed to be interesting and important enough to reduce drop-out rates.	83.0
3.	1.	All teachers should stress basic skills such as reading, writing and arithmetic, and help students see how these are important to jobs.	80.1
4.	12.	Schools should help the student learn their abilities skills, and values so that they can make realistic job choices.	79.3
5.	8.	Schools should help students to understand the economics of the world of work.	78.8
6.	10.	Students should be taught the educational requirements for many jobs, not just the popular ones.	78.5
7.	17.	Schools should make sure that, at some stage of their school careers, students do some career planning and exploring.	77.6
8.	5.	The courses related to careers should be seen as equal in importance as courses which prepare students for college.	76.4
9.	2.	Schools should increase student awareness of a great variety of occupations; students should know about more jobs to choose from.	76.2
10.	26.	Teachers should try hard to involve and use community people in teaching about jobs.	74.9
11.	21.	Every teacher should help students develop work habits and values needed to get and keep jobs.	74.6
12.	39.	Community leaders (civic, business, labor, professional, government) should be involved in the planning of career education programs.	73.5

Table 8 (continued)

RANK		ITEM	DIFFERENCE BETWEEN PROPORTIONS
13.	7.	A very important goal of education is to promote healthy attitudes toward the world of work.	73.4
14.	20.	Schools should keep and use an adequate supply of books, films, and audio-visual materials about the world of work.	73.1
15.	29.	Teachers should help students to understand that correct job choices are necessary to living a productive and enjoyable life.	72.6
16.5	22.	High school teachers should be required to help students learn how to conduct themselves in job interviews.	71.2
16.5	32.	Community leaders should make themselves available to the schools as speakers and for advice.	71.2
18.	19.	Teachers should find out what careers individual students are interested in and help them get information about these careers.	70.8
19.	38.	Group meetings should be held to teach school board members, parents, and community leaders about jobs and careers.	69.8
20.	31.	Business, industry, and civic leaders should work with schools by providing on-the-job training for students.	69.4
21.	36.	Employers should actively participate in Career Days held in or out of school settings.	68.8
22.	24.	Teachers should involve parents in helping learn about jobs.	68.4
23.	28.	School systems should give standardized tests on career education skills to insure that objectives are being met.	68.2
24.	9.	Education should be about the future and should make the student aware of new and challenging jobs.	68.1
25.	6.	A primary goal of schools is to make students become economically independent adults.	66.1
26.	35.	Local employers should provide work experiences for students who are physically handicapped, or who have seeing or hearing problems.	66.0

Table 8 (continued)

RANK		ITEM	DIFFERENCE BETWEEN PROPORTIONS
27.	14.	School systems should have career education specialists employed to help teachers plan, organize, and teach about jobs and careers.	64.8
28.	16.	Teachers should make sure that students know about training, licensing and union or professional organization requirements for jobs.	64.7
29.	3.	All teachers should teach how to make decisions about job choices.	64.5
30.	37.	Employers should welcome and help with field trips to important local business and other places of work.	63.2
31.	34.	Local employers should provide work experiences for students who are "slow learners."	61.0
32.	4.	At the high school level, schools should allow students to select courses that are related to careers.	60.5
33.	11.	In all grades, students should have some opportunities to study about the world of work and the skills necessary for various jobs.	59.6
34.	33.	Local employers should provide special work experiences for students who are highly intelligent.	59.0
35.	13.	Schools should offer trade and technical courses as part of learning about jobs.	57.9
36.	30.	Teachers should insure that career education programs do not have a sex or racial bias.	57.5
37.	27.	Schools should keep, and make available to the public, a collection of information about jobs and careers.	57.2
38.	18.	All teachers should talk to students about what workers actually do on the job.	53.8
39.	23.	Schools should have placement offices for part-time employment during school years and for full-time employment after graduation.	53.4
40.	41.	Community colleges and adult evening programs should allow individuals to enter their programs at any time for the purpose of learning a new job or career.	42.3
41.	40.	Communities should provide ample opportunities for adult education, vocational and otherwise.	37.4

TABLE 9

COMPARATIVE MEANS AND STANDARD DEVIATIONS TO ITEMS ON THE "WHAT ACTUALLY IS" COMPONENT OF THE CAREER EDUCATION SURVEY FORM

	Community Leaders		Parents of Students Not Classified as Exceptional		Parents of Students Classified as Exceptional	
ITEM	Mean	S.D.	Mean	S.D.	Mean	S.D.
1.	2.3457	0.7552	2.8687	1.0974	2.3947	1.0277
2.	2.4870	0.8708	2.7092	0.9598	2.6486	1.0332
3.	2.3731	0.7806	2.5714	0.9147	2.4722	0.9098
4.	2.6978	0.8623	2.9582	0.9901	2.4722	1.0552
5.	2.4701	0.9256	2.7589	1.0037	2.2941	0.9701
6.	2.4569	0.8933	2.6736	1.0178	2.5000	1.1339
7.	2.5038	0.9777	2.8190	1.0235	2.5278	1.1081
8.	2.4444	0.8513	2.7418	1.0008	2.6389	0.8993
9.	2.6000	0.8299	2.7771	0.9544	2.6286	1.0596
10.	2.4346	0.8741	2.6877	0.9963	2.6571	0.9375
11.	2.5136	0.8887	2.6727	0.9270	2.5278	0.9706
12.	2.4264	0.9400	2.6439	1.0019	2.5000	1.0000
13.	3.0154	0.9843	3.0089	1.0508	2.7838	1.0576
14.	2.5097	0.9233	2.5579	1.0734	2.5429	1.0939
15.	2.3206	0.8777	2.4970	1.0192	2.1389	0.7983
16.	2.4091	0.8451	2.4697	0.9804	2.4286	1.0084
17.	2.4598	0.8745	2.6707	0.9899	2.8000	0.9641
18.	2.4531	0.8664	2.5994	0.9505	2.6857	1.1054
19.	2.4538	0.9309	2.6369	1.0470	2.6286	0.9727
20.	2.7300	0.8512	2.8298	0.9792	2.7714	1.0870
21.	2.3574	0.9004	2.7125	0.9923	2.4571	1.1205
22.	2.4319	0.9123	2.7143	1.0695	2.4857	1.1212
23.	2.5198	0.9958	2.6185	1.0522	2.5000	1.1078
24.	2.3216	0.9383	2.4325	1.0378	2.2857	1.0167
25.	2.2706	0.8969	2.5471	0.9808	2.0000	0.6325
26.	2.5137	0.8642	2.6555	0.9547	2.3611	1.0731
27.	2.5754	0.9224	2.7048	0.9849	2.5676	1.1912
28.	2.5020	0.9174	2.6768	0.9542	2.5000	1.0556
29.	2.4219	0.8505	2.6881	0.9660	2.5833	1.0522
30.	2.9605	0.9335	2.9970	0.9721	2.6571	1.0556
31.	2.6832	0.9563	2.7915	1.0308	2.3611	1.1251
32.	2.7490	0.9415	2.8248	0.9967	2.4444	1.1070
33.	2.5331	0.8614	2.8285	0.9072	2.6389	1.1502
34.	2.3861	0.8658	2.5970	0.9411	2.4722	1.1335
35.	2.4324	0.8617	2.6909	0.9962	2.5143	1.0947
36.	2.6590	0.9254	2.8761	0.8772	2.2500	0.9373
37.	2.9278	0.9761	2.8750	0.9859	2.4722	1.0820
38.	2.4275	0.8668	2.6869	0.9252	2.3333	1.1212
39.	2.4440	0.8847	2.6707	0.9649	2.3611	0.9900
40.	3.4479	0.9108	3.4924	0.9912	3.3333	1.0954
41.	3.2752	0.9325	3.3171	0.9846	2.9722	1.0278

TABLE 10

COMPARATIVE MEANS AND STANDARD DEVIATIONS OF ITEMS ON THE "WHAT SHOULD BE" COMPONENT OF THE CAREER EDUCATION SURVEY FORM

	Community Leaders		Parents of Students Not Classified as Exceptional		Parents of Students Classified as Exceptional	
ITEM	Mean	S.D.	Mean	S.D.	Mean	S.D.
1.	4.7889	0.4602	4.7670	0.5570	4.5260	0.8925
2.	4.6162	0.5238	4.4347	0.7250	4.2632	0.7947
3.	4.2066	0.8702	3.7721	1.0873	3.6389	1.1251
4.	4.1661	0.9220	4.2857	0.9416	4.5833	0.5000
5.	4.4428	0.8094	4.3943	0.8251	4.5405	0.6496
6.	4.2852	0.9387	4.2321	0.9288	4.1316	1.0180
7.	4.7341	0.5061	4.4602	0.6782	4.2632	0.7235
8.	4.6189	0.5168	4.4600	0.6078	4.2632	0.6445
9.	4.2814	0.8224	4.1609	0.8999	4.0000	0.9428
10.	4.6667	0.5256	4.3144	0.7577	4.2222	0.7216
11.	4.0152	1.0556	4.0229	0.9926	3.7632	1.0249
12.	4.5382	0.6583	4.4972	0.6225	4.5789	0.5004
13.	4.4508	0.6623	4.3626	0.7143	4.4737	0.5060
14.	4.0190	0.9979	4.0805	1.0378	4.0811	0.9539
15.	4.3619	0.8024	4.2557	0.8423	4.1892	0.9079
16.	3.7770	1.0766	3.9619	0.9083	4.0286	0.8570
17.	4.3420	0.7395	4.4116	0.6369	4.4167	0.5542
18.	3.8604	1.0621	3.5965	1.1389	3.6216	1.1143
19.	4.2659	0.7997	4.2544	0.8264	4.2973	0.7403
20.	4.3843	0;7174	4.2573	0.6921	4.1081	0.6986
21.	4.5762	0.7010	4.3029	0.8233	4.3784	0.7208
22.	4.3015	0.8099	4.2478	0.8617	4.2500	0.8062
23.	3.7939	1.1726	3.8886	1.1578	3.8378	0.9864
24.	4.1336	0.8717	3.9738	0.9284	3.9167	1.0247
25.	4.3731	0.7977	4.4626	0.6759	4.4737	0.6467
26.	4.3168	0.7077	4.2290	0.7904	4.3947	0.7548
27.	3.8092	0.9518	3.8621	0.9977	4.1842	0.9258
28.	4.0766	0.8781	3.9913	0.9242	4.1579	0.8551
29.	4.1718	0.9494	4.2457	0.8273	4.4737	0.5569
30.	4.1061	0.9084	4.1483	0.9344	4.4054	0.7249
31.	4.3521	0.7069	4.3657	0.7284	4.5526	0.5550
32.	4.3759	0.5776	4.3543	0.7302	4.2895	0.8023
33.	4.1094	0.8480	3.7608	1.1085	3.9737	1.0777
34.	3.8083	0.9890	3.8281	1.0418	4.2105	1.0694
35.	3.9962	0.8881	3.9827	0.9882	4.3784	0.7941
36.	4.2873	0.6784	4.1729	0.7442	4.1053	0.8941
37.	4.3881	0.6466	4.2241	0.7487	4.0789	0.8817
38.	4.1679	0.7381	3.9366	0.8712	3.8158	1.0618
39.	4.0933	0.8180	4.1060	0.8728	4.1579	0.9161
40.	4.3483	0.6150	4.3886	0.6083	4.5000	0.6040
41.	4.4067	0.6553	4.1012	0.9623	4.0263	1.0523

TABLE 11

CONTRASTED RANK ORDERS OF MEANS OF ITEMS ON THE "WHAT SHOULD BE" COMPONENT OF THE CAREER EDUCATION SURVEY FORM FOR ALL RESPONDENT GROUPS

Item	RANK ORDER OF MEAN RESPONSE		
	Community Leaders	Parents of Students Not Classified as Exceptional	Parents of Students Classified as Exceptional
1.	1	1	5
2.	5	6	18
3.	25	39	40
4.	28	15	1
5.	9	8	4
6.	22	21	27
7.	2	4	18
8.	4	5	18
9.	23	25	34
10.	3	13	21
11.	35	30	39
12.	7	2	2
13.	8	11	8
14.	34	20	30
15.	15	17	23
16.	41	34	32
17.	18	7	10
18.	37	41	41
19.	24	18	15
20.	12	16	28
21.	6	14	13.5
22.	21	19	20
23.	40	36	37
24.	29	33	36
25.	14	3	8
26.	19	22	12
27.	38	37	24
28.	33	31	25.5
29.	26	20	8
30.	31	26	11
31.	16	10	3
32.	13	12	16
33.	30	40	35
34.	39	38	22
35.	36	32	13.5
36.	20	24	29
37.	11	23	31
38.	27	35	38
39.	32	27	25.5
40.	17	9	6
41.	10	28	33

TABLE 12

CONTRASTED RANK ORDERS OF MEANS OF ITEMS ON THE "WHAT ACTUALLY IS" COMPONENT OF THE CAREER EDUCATION SURVEY FORM FOR ALL RESPONDENT GROUPS

	RANK ORDER OF MEAN RESPONSES		
Item	Community Leaders	Parents of Students Not Classified as Exceptional	Parents of Students Classified as Exceptional
1.	38	8	32
2.	20	19	9
3.	36	36	26.5
4.	8	5	26.5
5.	21	15	37
6.	23	26	21.5
7.	18	12	17.5
8.	26	16	10.5
9.	11	14	12.5
10.	28	23	7.5
11.	16	27	17.5
12.	32	31	21.5
13.	3	3	4
14.	17	37	16
15.	40	39	40
16.	34	40	31
17.	22	28.5	3
18.	25	34	6
19.	24	32	12.5
20.	7	9	5
21.	37	18	29
22.	30	17	24
23.	14	33	21.5
24.	39	41	38
25.	41	38	41
26.	15	30	34
27.	12	20	15
28.	19	25	21.5
29.	33	22	14
30.	4	4	7.5
31.	9	13	34
32.	6	11	30
33.	13	10	10.5
34.	35	35	26.5
35.	29	21	19
36.	10	6	39
37.	5	7	26.5
38.	31	24	36
39.	27	28.5	34
40.	1	1	1
41.	2	2	2

TABLE 13

COMPARATIVE MEAN DIFFERENCES (OUGHT MINUS IS) OF RESPONSES TO ITEMS ON THE CAREER EDUCATION SURVEY FORM

Item	Mean Differences		
	Community Leaders	Parents of Students Not Classified as Exceptional	Parents of Students Classified as Exceptional
1.	2.4432	1.8983	2.1316
2.	2.1292	1.7255	1.6146
3.	1.8335	1.2007	1.1667
4.	1.4683	1.3275	2.1111
5.	1.9727	1.6354	2.2464
6.	1.8283	1.5585	1.6316
7.	2.2305	1.6412	1.7354
8.	2.1745	1.7182	1.6243
9.	1.6814	1.3838	1.3714
10.	2.2321	1.6267	1.5651
11.	1.5016	1.3502	1.2854
12.	2.1118	1.8533	2.0789
13.	1.4354	1.3537	1.6899
14.	1.5093	1.5226	1.5382
15.	2.0413	1.7587	2.0503
16.	1.3679	1.4922	1.6000
17.	1.8822	1.7409	1.6167
18.	1.4073	9971	9359
19.	1.8121	1.6185	1.6687
20.	1.6543	1.4275	1.3367
21.	2.2108	1.5904	1.9213
22.	1.8696	1.5335	1.7643
23.	1.2741	1.2701	1.3378
24.	1.8120	1.5413	1.6310
25.	2.1025	1.9155	2.4737
26.	1.8031	1.5735	2.0336
27.	1.2338	1.1573	1.6166
28.	1.5746	1.3145	1.6579
29.	1.7499	1.5576	1.8904
30.	1.1456	1.1513	1.7483
31.	1.6689	1.5742	2.1915
32.	1.6269	1.5295	1.8451
33.	1.5763	9320	1.3248
34.	1.4222	1.2311	1.7383
35.	1.5638	1.2918	1.8641
36.	1.6283	1.2968	1.8553
37.	1.4603	1.3491	1.6067
38.	1.7404	1.2497	1.4825
39.	1.6493	1.4353	1.7968
40.	9004	8962	1.1667
41.	1.1315	7841	1.0541

TABLE 14

CONTRASTED RANK ORDER OF MEAN DIFFERENCES (OUGHT MINUS IS) ON ITEMS OF THE CAREER EDUCATION SURVEY FORMS FOR ALL RESPONDENT GROUPS

Item	Rank Order of Mean Differences		
	Community Leaders	Parents of Students Not Classified as Exceptional	Parents of Students Classified as Exceptional
1.	1	2	4
2.	6	6	27
3.	13	35	38.5
4.	31	28	5
5.	10	9	2
6.	14	15	22
7.	3	8	18
8.	5	7	24
9.	20	24	33
10.	2	10	30
11.	30	26	37
12.	7	3	6
13.	33	25	19
14.	29	20	31
15.	9	4	7
16.	36	21	29
17.	11	5	25
18.	35	38	41
19.	15	11	20
20.	22	23	35
21.	4	12	9
22.	12	18	15
23.	37	32	34
24.	16	17	23
25.	7	1	1
26.	17	14	8
27.	38	36	26
28.	27	29	21
29.	18	16	10
30.	39	37	16
31.	21	13	3
32.	25	19	13
33.	26	39	36
34.	34	34	17
35.	28	31	11
36.	24	30	12
37.	32	27	28
38.	19	33	32
39.	23	22	14
40.	41	40	38.5
41.	40	41	40

strategy for promoting its goals; i.e., that career education can be a mechanism for increasing academic achievement.

Between Group Comparisons - Strengths and Weaknesses

Figures 1 through 6 indicate the relative strengths and weaknesses of career education as seen by the three respondent groups. Comparisons here, as in future figures, are restricted to the top and bottom ten instances. The reader is here cautioned to bear in mind that these figures are relative; the top mean is only 3.492 on a five-point scale, and the low mean 2.000. Another indication of the dismal state of the perception of "What Actually Is" in Florida is the fact that only two of the 41 survey statements elicited modal responses of Well (Scale value 4); all other modal responses were lower.

Data from Table 10 enabled the calculation of a Spearman rank order correlation between the rank ordered mean responses of community leaders and parents of students not classified as exceptional. That figure was .70, reflecting a moderately substantial relationship. Spearman rho's were also calculated for parents of exceptional students and community leaders, and between those parents and parents of students not classified as exceptional. Those rho's were, respectively, .46 and .37, minimal relationships.

An examination of Figures 1 and 3 reflecting relative strength as seen by community leaders and parents of students not classified as exceptional revealed seven commonalities; five related to technical, adult, and vocational training elements, and two related to employer participation. A scrutiny of Figures 2, 4, and 6 reflecting relative weaknesses shows six items held in common: items 3, 15, 16, 24, 25, and 34. These items have no real taxonomic similarities.

Between Group Comparisons - Most and Least Important Tasks

Figures 7 through 12 show the ten most and least important tasks for career education. Consider the magnitude of the means (varying from a low of 3.596 to a

FIGURE 1

RELATIVE STRENGTHS OF CAREER EDUCATION IN FLORIDA AS SEEN BY COMMUNITY LEADERS (10 HIGHEST MEANS ON "WHAT IS" COMPONENT OF CAREER EDUCATION SURVEY FORM)

RANK	ITEM	MEAN
1	40. Communities should provide ample opportunities for adult education, vocational, avocational and otherwise.	3.448
2	41. Community educational institutions (adult evening schools, community colleges, private colleges, etc.) should allow for re-entry of individuals at any time to accommodate people whose occupational skills have become outmoded, personally unsatisfactory, or otherwise inappropriate.	3.275
3.	13. Schools and school systems should offer vocational education courses as an elective part of career education.	3.015
4.	30. Teachers should insure that career education programs do not have a sex or racial bias.	2.960
5.	37. Employers should welcome and facilitate field trips by students to important local industries and enterprises.	2.928
6.	32. Community leaders should make themselves available to the schools as speakers and for advice.	2.749
7.	20. Schools should maintain and use an adequate supply of books, films, and audio-visual materials about the world of work.	2.730
8.	4. At the secondary level and beyond students should have non-academic career options and related instruction.	2.6898
9.	31. Business, industry, and civic leaders should work with the schools by providing on-the-job training for students.	2.683
10.	36. Employers should actively participate in Career Days held in school or in the community.	2.659

FIGURE 2

RELATIVE WEAKNESSES OF CAREER EDUCATION IN FLORIDA AS SEEN BY COMMUNITY LEADERS (10 LOWEST MEANS ON "WHAT IS" COMPONENT OF CAREER EDUCATION SURVEY FORM)

RANK	ITEM	MEAN
41	25. Career education programs should be designed so as to make school so interesting and relevant as to diminish the drop-out rate.	2.271
40.	15. School systems should provide career education training to insure that teachers have an adequeate understanding for our economic system, occupations, and employment entry requirements.	2.321
39.	24. Teachers should make every effort to involve parents in career education activities.	2.322
38.	1. Teachers in all grades should emphasize basic literacy, communications, and arithmetic skills and help students see the relationship between academic content and job requirements.	2.346
37.	21. Every teacher should help students develop work habits and values consistent with those required for acquiring and keeping a job.	2.357
36.	3. Teachers at all levels should work to promote decision-making skills regarding employment and other life choices.	2.373
35.	34. Local employers should offer appropriate work experiences for students who are "slow learners."	2.386
34.	16. Teachers should supply students with abundant information regarding training, licensing, and union or professional organization requirements for jobs.	2.409
33.	29. Teachers should help students understand that a correct job choice is a necessary ingredient of living the "good life"; this from both an individual and social point of view.	2.422
32.	12. Schools should help students develop a realistic perception of their abilities, skills and values in order to prepare them for realistic occupational choices.	2.426

FIGURE 3

RELATIVE STRENGTHS OF CAREER EDUCATION IN FLORIDA AS SEEN BY PARENTS OF STUDENTS NOT CLASSIFIED AS EXCEPTIONAL (10 HIGHEST MEANS ON "WHAT IS" COMPONENT OF CAREER EDUCATION SURVEY FORM)

RANK	ITEM	MEAN
1.	40. Communities should provide ample opportunities for adult education, vocational and otherwise.	3.492
2.	41. Community colleges and adult evening programs should allow individuals to enter their programs at any time for the purpose of learning a new job or career.	3.317
3.	13. Schools should offer trade and technical courses as part of learning about jobs.	3.009
4.	30. Teachers should insure that career education programs do not have a sex or racial bias.	2.997
5.	4. At the high school level schools should allow students to select courses that are related to careers.	2.958
6.	36. Employers should actively participate in Career Days held in or out of school settings.	2.876
7.	37. Employers should welcome and help with field trips to important local business and other places of work.	2.875
8.	1. All teachers should stress basic skills such as reading, writing, and arithmetic and help students see how these are important to jobs.	2.869
9.	20. Schools should keep and use an adequate supply of books, films, and audio-visual materials about the world of work.	2.830
10.	33. Local employers should provide special work experiences for students who are highly intelligent.	2.828

FIGURE 4

RELATIVE WEAKNESSES OF CAREER EDUCATION IN FLORIDA AS SEEN BY PARENTS OF STUDENTS NOT CLASSIFIED AS EXCEPTIONAL (10 LOWEST MEANS ON "WHAT IS" COMPONENT OF CAREER EDUCATION SURVEY FORM)

RANK	ITEM	MEAN
41.	24. Teachers should involve parents in helping learn about jobs.	2.432
40.	16. Teachers should make sure that students know about training, licensing and union or professional organization requirements for jobs.	2.470
39.	15. School systems should give training to teachers to make sure that they understand our economic system, the job market and job requirements.	2.497
38.	25. Career education programs should be designed to be interesting and important enough to reduce drop-out rates.	2.547
37.	14. School systems should have career education specialists employed to help teachers plan, organize, and teach about jobs and careers.	2.558
36.	3. All teachers should teach how to make decisions about job choices.	2.571
35.	34. Local employers should provide work experiences for students who are "slow learners".	2.597
34.	18. All teachers should talk to students about what workers actually do on the job.	2.599
33.	23. Schools should have placement offices for part-time employment during school years and for full-time employment after graduation.	2.618
32.	19. Teachers should find out what careers individual students are interested in and help them get information about these careers.	2.637

FIGURE 5

RELATIVE STRENGTHS OF CAREER EDUCATION IN FLORIDA AS SEEN BY PARENTS OF EXCEPTIONAL STUDENTS (10 HIGHEST MEANS ON "WHAT IS" COMPONENT OF CAREER EDUCATION SURVEY FORM)

RANK	ITEM	MEAN
1.	40. Communities should provide ample opportunities for adult education, vocational and otherwise.	3.3333
2.	41. Community colleges and adult evening programs should allow individuals to enter their programs at any time for the purpose of learning a new job or career.	2.972
3.	17. Schools should make sure that, at some stage of their school careers, students do some career planning and exploring.	2.800
4.	13. Schools should offer trade and technical courses as part of learning about jobs.	2.784
5.	20. Schools should keep and use an adequate supply of books, films, and audio-visual materials about the world of work.	2.771
6.	18. All teachers should talk to students about what workers actually do on the job.	2.686
7.5*	10. Students should be taught the educational requirements for many jobs, not just the popular ones.	2.657
7.5*	30. Teachers should insure that career education programs do not have a sex or racial bias.	2.657
9.	2. Schools should increase student awareness of a great variety of occupations; students should know about more jobs to choose from.	2.649
10.5*	8. Schools should help students to understand the economics of the world of work.	2.639
10.5*	33. Local employers should provide special work experiences for students who are highly intelligent.	6.639

*Tied ranks, 11 ranks because of tie for rank 10.

FIGURE 6

RELATIVE WEAKNESSES OF CAREER EDUCATION IN FLORIDA AS SEEN BY PARENTS OF EXCEPTIONAL STUDENTS (10 LOWEST MEANS ON "WHAT IS" COMPONENT OF CAREER EDUCATION SURVEY FORM

RANK	ITEM	MEAN
41.	25. Career education programs should be designed to be interesting and important enough to reduce drop-out rates.	2.000
40.	15. School systems should give training to teachers to make sure that they understand our economic system, the job market and job requirements.	2.139
39.	36. Employers should actively participate in Career Days held in or out of school settings.	2.259
38.	24. Teachers should involve parents in helping learn about jobs.	2.286
37.	5. The courses related to careers should be seen as equal in importance as courses which prepare students for college.	2.294
36.	38. Group meetings should be held to teach school board members, parents, and community leaders about jobs and careers.	2.333
34.*	26. Teachers should try hard to involve and use community people in teaching about jobs.	2.361
34.*	31. Business, industry, and civic leaders should work with the schools by providing on-the-job training for students.	2.361
34.*	39. Civic, business, professional and government leaders should be involved in the planning of career education programs.	2.361
32.	1. Teachers in all grades should emphasize basic literacy, communications, and arithmetic skills and help students see the relationship between academic content and job requirements.	2.395

*Tied ranks.

FIGURE 7

MOST IMPORTANT TASKS FOR CAREER EDUCATION IN FLORIDA AS PERCEIVED BY COMMUNITY LEADERS (10 HIGHEST MEANS ON "WHAT SHOULD BE" COMPONENT OF CAREER EDUCATION SURVEY FORM)

RANK	ITEM	MEAN
1.	1. Teachers in all grades should emphasize basic literacy, communications, and arithmetic skills and help students see the relationship between academic content and job requirements.	4.789
2.	7. Schools should promote healthy attitudes toward the world of work.	4.734
3.	10. Students should be made aware of the educational requirements for many jobs, not just the glamourous ones.	4.667
4.	8. Schools should help students to understand the economic and social values related to the world of work.	4.619
5.	2. Schools should enhance students' awareness of career options; they should broaden students' occupational horizons.	4.616
6.	21. Every teacher should help students develop work habits and values needed to get and keep jobs.	4.576
7.	12. Schools should help students develop a realistic perception of their abilities, skills and values in order to prepare them for realistic occupational choices.	4.538
8.	13. Schools and school systems should offer vocational education courses as an elective part of career education.	4.451
9.	5. The courses related to careers should be seen as equal in importance as courses which prepare students for college.	4.443
10.	41. Community educational institutions (adult evening schools, community colleges, private colleges, etc.) should allow for re-entry of individuals at any time to accommodate people whose occupational skills have become outmoded, personally unsatisfactory, or otherwise inappropriate.	4.407

FIGURE 8

LEAST IMPORTANT TASKS FOR CAREER EDUCATION IN FLORIDA AS PERCEIVED BY COMMUNITY LEADERS (10 LOWEST MEANS ON "WHAT SHOULD BE" COMPONENT OF CAREER EDUCATION SURVEY FORM

RANK	ITEM	MEAN
41.	16. Teachers should supply students with abundant information regarding training, licensing, and union or professional organization requirements for jobs.	3.777
40.	23. Schools should have placement offices for part-time employment during school years and for full-time employment after graduation.	3.797
39.	34. Local employers should provide work experiences for students who are "slow learners."	3.808
38.	27. Schools should keep, and make available to the public, a collection of information about jobs and careers.	3.809
37.	18. All teachers should communicate to students what some kinds of workers actually do on the job.	3.860
36.	35. Local employers should offer appropriate work experiences for students who are physically handicapped, or who have seeing or hearing problems.	3.996
35.	11. In all grades students should have some opportunities to explore the world of work and the skills necessary to various jobs.	4.015
34.	14. School systems should provide career education specialists to help teachers plan, organize, integrate, and execute career education programs.	4.019
33.	28. School systems should give standardized tests on career education skills to insure that objectives are being met.	4.077
32.	39. Community leaders (civic, business, labor, professional, government) should be involved in the planning of career education programs.	4.093

FIGURE 9

MOST IMPORTANT TASKS FOR CAREER EDUCATION IN FLORIDA AS PERCEIVED BY PARENTS OF STUDENTS NOT CLASSIFIED AS EXCEPTIONAL (10 HIGHEST MEANS ON "WHAT SHOULD BE" COMPONENT OF CAREER EDUCATION SURVEY FORM)

RANK	ITEM	MEANS
1.	1. All teachers should stress basic skills such as reading, writing, and arithmetic and help students see how these are important to jobs.	4.767
2.	12. Schools should help the student learn their abilities skills, and values so that they can make realistic job choices.	4.497
3.	25. Career education programs should be designed to be interesting and important enough to reduce drop-out rates.	4.463
4.	7. A very important goal of education is to promote healthy attitudes toward the world of work.	4.460
5.	8. Schools should help students to understand the economics of the world of work.	4.394
6.	2. Schools should increase student awareness of a great variety of occupations; students should know about more jobs to choose from.	4.435
7.	17. Schools should make sure that, at some stage of their school careers, students do some career planning and exploring.	4.412
8.	5. The courses related to careers should be seen as equal in importance as courses which prepare students for college.	4.394
9.	40. Communities should provide ample opportunities for adult education, vocational and otherwise.	4.389
10.	31. Business, industry, and civic leaders should work with the schools by providing on-the-job training for students.	4.366

FIGURE 10

LEAST IMPORTANT TASKS FOR CAREER EDUCATION IN FLORIDA AS PERCEIVED BY PARENTS OF STUDENTS NOT CLASSIFIED AS EXCEPTIONAL (10 LOWEST MEANS ON "WHAT SHOULD BE" COMPONENT OF CAREER EDUCATION SURVEY FORM)

RANK	ITEM	MEAN
41.	18. All teachers should talk to students about what workers actually do on the job.	3.596
40.	33. Local employers should provide special work experiences for students who are highly intelligent.	3.761
39.	3. All teachers should teach how to make decisions about job choices.	3.772
38.	34. Local employers should provide work experiences for students who are "slow learners".	3.828
37.	27. Schools should keep, and make available to the public a collection of information about jobs and careers.	3.862
36.	23. Schools should have placement offices for part-time employment during school years and for full-time employment after graduation.	3.889
35.	38. Group meetings should be held to teach school board members, parents, and community leaders about jobs.	3.937
34.	16. Teachers should make sure that students know about training, licensing and union or professional organization requirements for jobs.	3.962
33.	24. Teachers should involve parents in helping learn about jobs.	3.974
32.	35. Local employers should provide work experiences for students who are physically handicapped, or who have seeing or hearing problems.	3.983

FIGURE 11

MOST IMPORTANT TASKS FOR CAREER EDUCATION IN FLORIDA AS PERCEIVED BY PARENTS OF EXCEPTIONAL STUDENTS (10 HIGHEST MEANS ON "WHAT SHOULD BE" COMPONENT OF CAREER EDUCATION SURVEY FORM)

RANK	ITEM	MEANS
1.	4. At the high school level schools should allow students to select courses that are related to careers.	4.583
2.	12. Schools should help the student learn their abilities, skills, and values so that they can make realistic job choices.	4.579
3.	31. Business, industry, and civic leaders should work with the schools by providing on-the-job training for students.	4.553
4.	5. The courses related to careers should be seen as equal in importance as courses which prepare students for college.	4.540
5.	1. All teachers should stress basic skills such as reading, writing, and arithmetic and help students see how these are important to jobs.	4.526
6.	40. Communities should provide ample opportunities for adult education, vocational and otherwise.	4.500
8.*	13. Schools should offer trade and technical courses as part of learning about jobs.	4.474
8.*	25. Career education programs should be designed to be interesting and important enough to reduce drop-out rates.	4.474
8.*	29. Teachers should help students to understand that correct job choices are necessary to living a productive and enjoyable life.	4.474
10.	17. Schools should make sure that, at some stage of their school careers, students do some career planning and exploring.	4.417

FIGURE 12

LEAST IMPORTANT TASKS FOR CAREER EDUCATION IN FLORIDA AS PERCEIVED BY PARENTS OF EXCEPTIONAL STUDENTS (10 LOWEST MEANS ON "WHAT SHOULD BE" COMPONENT OF CAREER EDUCATION SURVEY FORM)

RANK	ITEM	MEAN
41.	18. All teachers should talk to students about what workers actually do on the job.	3.622
40.	3. All teachers should teach how to make decisions about job choices.	3.639
39.	11. In all grades students should have some opportunities to study about the world of work and the skills necessary for different jobs.	3.763
38.	38. Group meetings should be held to teach school board members, parents, and community leaders about jobs and careers.	3.816
37.	23. Schools should have placement offices for part-time employment during school years and for full-time employment after graduation.	3.838
36.	24. Teachers should involve parents in helping learn about jobs.	3.917
35.	33. Local employers should provide special work experiences for students who are highly intelligent.	3.974
34.	9. Education should be about the future and should make the student aware of new and challenging jobs.	4.000
33.	41. Community colleges and adult evening programs should allow individuals to enter their programs at any time for the purpose of learning a new job or career.	4.026
32.	16. Teachers should make sure that students know about training, licensing and union or professional organization requirements for jobs.	4.029

high of 4.789) least important must not be construed as unimportant. Another indication of the perceived importance of the tasks is that the modal response for all 41 items is either Agree or Strongly Agree (Scale values 4 and 5).

Similarity of judged importance may be assessed by the Spearman rho for the rank ordered mean responses to items. These were:

Between Community Leaders and Parents of Students not classified as exceptional: .84

Between Community Leaders and Parents of Exceptional Students: .46

Between Parents of Students not classified as Exceptional and Parents of Exceptional Children: .76

The item ranked of most importance by the two major respondent groups was item 1: "All teachers should stress basic skills such as reading, writing, and arithmetic and help students see how these are important to jobs." In addition, five other items appeared on both lists. Of these, two related to career awareness and decision-making skills and three to attitude or value dimensions.

Four items in common were on the Least Important Tasks of the two major respondent groups. Two of these were in reference to employer responsibility toward students who are "slow" or handicapped. Not surprisingly, this task did not appear on the list from parents of exceptional students. Neither major respondent group saw it of primary importance for schools to maintain placement offices or job information libraries or files.

Between Group Comparisons - Priorities

Figures 13 through 18 present data regarding "priorities" as seen by the three respondent groups. As that term is used here it represents the difference between the means of responses to the What Should Be and What Actually Is dimensions of the survey form. As has been previously noted, these data must be regarded as purely descriptive.

There was a very high degree of correspondence between the rank ordered mean

FIGURE 13

HIGHEST PRIORITIES FOR COMMUNITY LEADERS
(WHAT SHOULD BE MINUS WHAT ACTUALLY IS)

RANK	ITEMS	MEAN
1.	1. Teachers in all grades should emphasize basic literacy, communications, and arithmetic skills and help students see the relationship between academic content and job requirements.	2.443
2.	10. Students should be made aware of the educational requirements for many jobs, not just the glamourous ones.	2.232
3.	7. Schools should promote healthy attitudes toward the world of work.	2.230
4.	21. Every teacher should help students develop work habits and values consistent with those required for acquiring and keeping a job.	2.211
5.	8. Schools should help students to understand the economic and social values related to the world of work.	2.174
6.	2. Schools should enhance students' awareness of career options; they should broaden students' occupational horizons.	2.129
7.*	12. Schools should help students develop a realistic perception of their abilities, skills and values in order to prepare them for realistic occupational choices.	2.112
7.*	25. Career education programs should be designed so as to make school so interesting and relevant as to diminish the drop-out rate.	2.102
9.	15. School systems should provide career education training to insure that teachers have an adequate understanding of our economic system, occupations, and employment entry requirements.	2.041
10.	5. The courses related to careers should be seen as equal in importance as courses which prepare students for college.	1.973

*Tied ranks.

FIGURE 14

LOWEST PRIORITIES FOR COMMUNITY LEADERS
(WHAT SHOULD BE MINUS WHAT ACTUALLY IS)

RANK		ITEM	MEAN
41.	40.	Communities should provide ample opportunities for adult education, vocational, avocational and otherwise.	.9004
40.	41.	Community educational institutions (adult evening schools, community colleges, private colleges, etc.) should allow for re-entry of individuals at any time to accommodate people whose occupational skills have become outmoded, personally unsatisfactory, or otherwise inappropriate.	1.131
39.	30.	Teachers should insure that career education does not have a sexist or ethnic bias.	1.146
38.	27.	Schools should maintain, and make available to the public, an inventory of career education materials, activities and resource people.	1.234
37.	23.	Schools should maintain placement offices for part-time employment during school years and for full-time post-graduation placement.	1.274
36.	16.	Teachers should supply students with abundant information regarding training, licensing, and union or professional organization requirements for jobs.	1.368
35.	18.	All teachers should communicate to students what some kinds of workers actually do on the job.	1.407
34.	34.	Local employers should offer appropriate work experiences for students who are "slow Learners".	1.422
33.	13.	Schools and school systems should offer vocational education courses as an elective part of career education.	1.435
32.	37.	Employers should welcome and facilitate field trips by students to important local industries and enterprises.	1.460

FIGURE 15

HIGHEST PRIORITIES FOR PARENTS OF STUDENTS NOT CLASSIFIED AS EXCEPTIONAL (WHAT SHOULD BE MINUS WHAT ACTUALLY IS)

RANK	ITEM	MEAN
1.	25. Career education programs should be designed to be interesting and important enough to reduce drop-out rates.	1.915
2.	1. All teachers should stress basic skills such as reading, writing, and arithmetic and help students see how these are important to jobs.	1.898
3.	12. Schools should help the student learn their abilities, skills, and values so that they can make realistic job choices.	1.853
4.	15. School systems should provide career education training to insure that teachers have an adequate understanding of our economic system, occupations, and employment entry requirements.	1.759
5.	17. Schools should make sure that, at some stage of their school careers, students do some career planning and exploring.	1.741
6.	2. Schools should increase student awareness of a great variety of occupations; students should know about more jobs to choose from.	1.725
7.	8. Schools should help students to understand the economics of the world of work.	1.718
8.	7. A very important goal of education is to promote healthy attitudes toward the world of work.	1.641
9.	5. The courses related to careers should be seen as equal in importance as courses which prepare students for college.	1.635
10.	10. Students should be taught the educational requirements for many jobs, not just the popular ones.	1.565

FIGURE 16

LOWEST PRIORITIES FOR PARENTS OF STUDENTS NOT CLASSIFIED AS EXCEPTIONAL (WHAT SHOULD BE MINUS WHAT ACTUALLY IS)

RANK	ITEM	MEAN
41.	41. Community colleges and adult evening programs should allow individuals to enter their programs at any time for the purpose of learning a new job or career.	.784
40.	40. Communities should provide ample opportunities for adult education, vocational and otherwise.	.896
39.	33. Local employers should provide special work experiences for students who are highly intelligent.	.9320
38.	18. All teachers should talk to students about what workers actually do on the job.	.997
37.	30. Teachers should insure that career education programs do not have a sex or racial bias.	1.151
36.	27. Schools should keep, and make available to the public, a collection of information about jobs and careers.	1.157
35.	3. All teachers should teach how to make decisions about job choices.	1.201
34.	34. Local employers should provide work experiences for students who are "slow learners".	1.231
33.	38. Group meetings should be held to teach school board members, parents, and community leaders about jobs and careers.	1.250
32.	23. Schools should have placement offices for part-time employment during school years and for full-time employment after graduation.	1.270

FIGURE 17

HIGHEST PRIORITIES FOR PARENTS OF EXCEPTIONAL STUDENTS
(WHAT SHOULD BE MINUS WHAT ACTUALLY IS)

RANK	ITEM	MEAN
1.	25. Career education programs should be designed to be interesting and important enough to reduce drop-out rates.	2.474
2.	5. The courses related to careers should be seen as equal in importance as courses which prepare students for college.	2.246
3.	31. Business, industry, and civic leaders should work with the schools by providing on-the-job training for students.	2.191
4.	1. All teachers should stress basic skills such as reading, writing, and arithmetic and help students see how these are important to jobs.	2.132
5.	4. At the high school level schools should allow students to select courses that are related to careers.	2.111
6.	12. Schools should help the student learn their abilities skills, and values so that they can make realistic job choices.	2.079
7.	15. School systems should give training to teachers to make sure that they understand our economic system, the job market and job requirements.	2.050
8.	26. Teachers should try hard to involve and use community people in teaching about jobs.	2.034
9.	21. Every teacher should help students develop work habits and values needed to get and keep jobs.	1.921
10.	29. Teachers should help students to understand that correct job choices are necessary to living a productive and enjoyable life.	1.890

FIGURE 18

LOWEST PRIORITIES FOR PARENTS OF EXCEPTIONAL STUDENTS

RANK	ITEM	MEAN
41.	18. All teachers should talk to students about what workers actually do on the job.	.936
40.	41. Community colleges and adult evening programs should allow individuals to enter their programs at any time for the purpose of learning a new job or career.	1.054
38.5*	3. All teachers should teach how to make decisions about job choices.	1.167
38.5*	40. Communities should provide ample opportunities for adult education, vocational and otherwise.	1.167
37.	11. In all grades students should have some opportunities to study about the world of work and the skills necessary for different jobs.	1.285
36.	33. Local employers should provide special work experiences for students who are highly intelligent.	1.325
35.	20. Schools should keep and use an adequate supply of books, films, and audio-visual materials about the world of work.	1.337
34.	23. Schools should have placement offices for part-time employment during school years and for full-time employment after graduation.	1.338
33.	9. Education should be about the future and should make the student aware of new and challenging jobs.	1.371
32.	38. Group meetings should be held to teach school board members, parents, and community leaders about jobs and careers.	1.482

differences of the two major respondent groups as indicated by a Spearman rank order correlation of +.84. This correspondence is further affirmed by the common listing by these groups of nine items in the lists of the top ten priorities. As might be anticipated the similarity of rank ordering did not hold for the comparison of parents of exceptional children. The rho's between the parents of exceptional students and community leaders was +.42, and that between parents of students not classified as exceptional, +.57.

The priority similarities of the two major respondent groups warrant their consideration together. This has already been done for high priorities in the section entitled Within Group Comparisons. Low priority tasks, without exception, represent either those items seen as strengths or as least important tasks. The former group is comprised primarily of goals related to vocational, technical, and adult education. The respondents also view the schools as performing relatively adequately with respect to insuring the lack of a sexist or racist bias. The latter group of low priorities, those reflecting "least" important tasks are largely comprised of two categories. First, the public does not attach strong importance to the responsibility of the schools to maintain either placement offices or career information libraries or files. The second category relates to employers providing work experiences to special groups (slow learners, the physically handicapped, and the intelligent). Two items, #3 and #13, are probably rated low because of their wording. These items state, respectively: "All (sic) teachers should teach how to make decisions about job choices," and "All teachers should communicate to students what some kinds of workers actually do on the job." The key word is all; people have an understandable reluctance to respond affirmatively to such categorical statements.

The EPIC Study

The primary contribution of the EPIC study (Educational Progress in Careers) was the collection, collation, development and modification of a series of instruments to measure career education goals. The instruments appear to have a high degree of content (logical, curricular, judgmental) validity, but lack confirmation of statistical reliability and normative data.

Year-to-year comparisons reported by the counties involved in the EPIC study are difficult to interpret because of inherent statistical problems and because of the lack of data regarding how and to what extent career education was infused.

An incidental, but unremarked finding of the EPIC study is important. An examination Table 4 comparing Middle and Senior High school scores shows that there was no significant difference between grades. The importance of this finding will be elaborated as a recommendation.

The Florida Assessment of Needs in Career Education (FANCE) Study

This was a methodologically sophisticated study conducted to establish student and program needs as seen by Florida educators. Respondents were 354 teachers, counselors, principals and career coordinators.

The results and recommendations of this study are presented in the Appendix as Exhibit 6.

The results of this primary investigation and those of FANCE are not directly comparable because of deliberately different instrumentation. Specifically,

(1) This investigation did not separate student and program needs. FANCE did.

(2) The need/goal statements of the FANCE study were much more specific than those of this study. FANCE required dual responses to 100 questions

as well as narrative comment and rank ordering. This volume of responses and detail could be asked of professionals but not of members of the larger community.

(3) The need/goal statements in the FANCE study were always taxonomically separable; the necessary breadth of the statements in this study did not always enable this.

Conclusions and Recommendations

The recommendations presented here are drawn from the EPIC and FANCE studies as well as from this primary investigation.

(1) The broad curricular goals and the program (facilitating) needs of Florida as specified in the Provisional Florida State Plan for Education may be considered as validated by the respondents in this primary investigation. All need/goal statements in the survey forms were congruent with the Florida Plan and all were seen as important. The goals must also be considered as unmet to the degree desired by the public as indicated by significantly different responses to the "Is" and "Ought" dimensions of the survey form.

(2) The instruments developed by the EPIC study should be checked for statistical reliability and extensive normative data gathered. Pupil product criteria are better criteria for determining progress toward goals than are purely judgmental assessments. This was one acknowledged weakness of the FANCE.

(3) If the Middle-Secondary School comparisons presented in one of the EPIC reports are valid, there are significantly dramatic implications. There was no discernible difference between the groups. It follows then that career education objectives are not incidentally achieved as a consequence of growing up in this society, and that if widely

accepted career education objectives are worth their salt, school intervention is an absolute necessity. The EPIC instruments measured attitudes, interests, values, communications and activities, as well as cognitions about careers.

(4) Even granting the small sample size of parents of exceptional children, the response patterns of these individuals with respect to their perception of needs and priorities differed so grossly from those of other respondents as to suggest that exceptional children have need of a specially designed career education program. A study should be undertaken to determine the appropriate nature of a career education program for exceptional children.

(5) Accent the emphasis on using career education as a vehicle for achieving the traditional school outcomes of increasing academic achievement and reducing school drop-outs. These are top priority goals of respondents in this study. It is also a strategy of the U.S. Office of Career Education for promoting career education. (Hoyt, 1977)

(6) Parents and community leaders see student need priorities as career awareness and decision-making skills as the most important priorities, while educators see affective career competencies as critical. Maintain an appropriate balance between the two until priorities can be better assessed by studies of pupil product criteria. The relative strength of Florida seems to be in meeting occupational skill outcomes as these relate to vocational, technical and continuing education. These are necessary components of career education, but some might construe this strength as narrow vocationalism. There is little evidence that this is the case.

(7) With respect to program needs, follow the recommendations of the FANCE study. A judgmental overall scrutiny suggests that the public would prefer an infusion to a guidance approach. The broad FANCE recommendations were:

(A) Increase the infusion of career education concepts and approaches in classrooms, especially its integration into general education subjects.

(B) Increase the career guidance and counseling offered to students so that all students receive some career counseling. Within this frame, two major recommendations are offered. First, increase the in-service career education training for teachers. This was the top priority determined by all respondents to this primary investigation, and it is certainly necessary if infusion is to be more successfully accomplished. Second, greatly increase the involvement of the public in the planning and implementation of career education activities and goals.

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APPENDIX

Exhibit 1 - Career Education Survey Form - Community Leaders

Exhibit 2 - Career Education Survey Form - Parents

Exhibit 3 - Survey Cover Letter - Community Leaders

Exhibit 4 - Survey Cover Letter - Parents

Exhibit 5 - Follow-up Postcard for Survey

Exhibit 6 - Results and Recommendations of the FANCE Study

EXHIBITS

CAREER EDUCATION SURVEY FORM
Community Leaders

Directions: Each question in this survey is really comprised of two parts: (1) what ought to be, and (2) what actually is. To the left of each statement please indicate your degree of agreement or disagreement by circling letters in accord with the key on the left below. To the right of each statement indicate the extent to which you feel the goal is accomplished; if you don't know you may so indicate.

KEY		KEY
1. Strongly Disagree		1. Not at all
2. Disagree		2. Not Very Well
3. Neutral		3. Don't Know
4. Agree		4. Well
5. Strongly Agree		5. Extremely Well
SD D N A SA		1 2 3 4 5
	Schools	
SD D N A SA	1. Teachers in all grades should emphasize basic literacy, communications, and arithmetic skills and help students see the relationship between academic content and job requirements.	1 2 3 4 5
SD D N A SA	2. Schools should enhance students' awareness of career options; they should broaden students' occupational horizons.	1 2 3 4 5
SD D N A SA	3. Teachers at all levels should work to promote decision making skills regarding employment and other life choices.	1 2 3 4 5
SD D N A SA	4. At the secondary level and beyond students should have non-academic career options and related instruction.	1 2 3 4 5
SD D N A SA	5. The courses related to careers should be seen as equal in importance as courses which prepare students for college.	1 2 3 4 5
SD D N A SA	6. A primary objective of career education should be to make students economically independent.	1 2 3 4 5

Exhibit 1

WHAT SHOULD BE		WHAT IS
1. Strongly Disagree 2. Disagree 3. Neutral 4. Agree 5. Strongly Agree		1. Not at all 2. Not Very Well 3. Don't Know 4. Well 5. Extremely Well
SD D N A SA	7. Schools should promote healthy attitudes toward the world of work.	1 2 3 4 5
SD D N A SA	8. Schools should help students to understand the economic and social values related to the world of work.	1 2 3 4 5
SD D N A SA	9. Career education should be future oriented and acquaint students with the new and innovative occupations.	1 2 3 4 5
SD D N A SA	10. Students should be made aware of the educational requirements for many jobs, not just the glamourous ones.	1 2 3 4 5
SD D N A SA	11. In all grades students should have some opportunities to explore the world of work and the skills necessary to various jobs.	1 2 3 4 5
SD D N A SA	12. Schools should help students develop a realistic perception of their abilities, skills and values in order to prepare them for realistic occupational choices.	1 2 3 4 5
SD D N A SA	13. Schools and school systems should offer vocational education courses as an elective part of career education.	1 2 3 4 5
SD D N A SA	14. School systems should provide career education specialists to help teachers plan, organize, integrate, and execute career education programs.	1 2 3 4 5

WHAT SHOULD BE						WHAT IS
SD	Strongly Disagree					1. Not at all
D	Disagree					2. Not Very Well
N	Neutral					3. Don't Know, or No Opinion
A	Agree					4. Well
SA	Strongly Agree					5. Extremely Well
SD	D	N	A	SA	7. A very important goal of education is to promote healthy attitudes toward the world of work.	1 2 3 4 5
SD	D	N	A	SA	8. Schools should help students to understand the economics of the world of work.	1 2 3 4 5
SD	D	N	A	SA	9. Education should be about the future and should make the student aware of new and challenging jobs.	1 2 3 4 5
SD	D	N	A	SA	10. Students should be taught the educational requirements for many jobs, not just the popular ones.	1 2 3 4 5
SD	D	N	A	SA	11. In all grades students should have some opportunities to study about the world of work and the skills necessary for different jobs.	1 2 3 4 5
SD	D	N	A	SA	12. Schools should help the student learn their abilities, skills, and values so that they can make realistic job choices.	1 2 3 4 5
SD	D	N	A	SA	13. Schools should offer trade and technical courses as <u>part</u> of learning about jobs.	1 2 3 4 5
SD	D	N	A	SA	14. School systems should have career education specialists employed to help teachers plan, organize, and teach about jobs and careers.	1 2 3 4 5
SD	D	N	A	SA	15. School systems should give training to teachers to make sure that they understand our economic system, the job market and job requirements.	1 2 3 4 5

WHAT SHOULD BE

SD Strongly Disagree
D Disagree
N Neutral
A Agree
SA Strongly Agree

WHAT IS

1. Not at all
2. Not Very Well
3. Don't Know, or No Opinion
4. Well
5. Extremely Well

SD	D	N	A	SA	16.	Teachers should make sure that students know about training, licensing and union or professional organization requirements for jobs.	1	2	3	4	5
SD	D	N	A	SA	17.	Schools should make sure that, at some stage of their school careers, students do some career planning and exploring.	1	2	3	4	5
SD	D	N	A	SA	18.	<u>All</u> teachers should talk to students about what workers actually do on the job.	1	2	3	4	5
SD	D	N	A	SA	19.	Teachers should find out what careers individual students are interested in and help them get information about these careers.	1	2	3	4	5
SD	D	N	A	SA	20.	Schools should keep and use an adequate supply of books, films, and audio-visual materials about the world of work.	1	2	3	4	5
SD	D	N	A	SA	21.	Every teacher should help students develop work habits and values needed to get and keep jobs.	1	2	3	4	5
SD	D	N	A	SA	22.	High school teachers should be required to help students learn how to conduct themselves in job interviews.	1	2	3	4	5
SD	D	N	A	SA	23.	Schools should have placement offices for part-time employment during school years and for full-time employment after graduation.	1	2	3	4	5
SD	D	N	A	SA	24.	Teachers should involve parents in helping learn about jobs.	1	2	3	4	5

WHAT SHOULD BE

SD Strongly Disagree
D Disagree
N Neutral
A Agree
SA Strongly Agree

WHAT IS

1. Not at all
2. Not Very Well
3. Don't Know, or No Opinion
4. Well
5. Extremely Well

SD	D	N	A	SA	25. Career education programs should be designed to be interesting and important enough to reduce drop-out rates.	1	2	3	4	5
SD	D	N	A	SA	26. Teachers should try hard to involve and use community people in teaching about jobs.	1	2	3	4	5
SD	D	N	A	SA	27. Schools should keep, and make available to the public, a collection of information about jobs and careers.	1	2	3	4	5
SD	D	N	A	SA	28. School systems should give standardized tests on career education skills to insure that objectives are being met.	1	2	3	4	5
SD	D	N	A	SA	29. Teachers should help students to understand that correct job choices are necessary to living a productive and enjoyable life.	1	2	3	4	5
SD	D	N	A	SA	30. Teachers should insure that career education programs do not have a sex or racial bias.	1	2	3	4	5

Community

SD	D	N	A	SA	31. Business, industry, and civic leaders should work with the schools by providing on-the-job training for students.	1	2	3	4	5
SD	D	N	A	SA	32. Community leaders should make themselves available to the schools as speakers and for advice.	1	2	3	4	5

WHAT SHOULD BE						WHAT IS
SD	Strongly Disagree					1. Not at all
D	Disagree					2. Not Very Well
N	Neutral					3. Don't Know, or No Opinion
A	Agree					4. Well
SA	Strongly Agree					5. Extremely Well
SD	D	N	A	SA	33. Local employers should provide special work experiences for students who are highly intelligent.	1 2 3 4 5
SD	D	N	A	SA	34. Local employers should provide work experiences for students who are "slow learners".	1 2 3 4 5
SD	D	N	A	SA	35. Local employers should provide work experiences for students who are physically handicapped, or who have seeing or hearing problems.	1 2 3 4 5
SD	D	N	A	SA	36. Employers should actively participate in Career Days held in or out of school settings.	1 2 3 4 5
SD	D	N	A	SA	37. Employers should welcome and help with field trips to important local business and other places of work.	1 2 3 4 5
SD	D	N	A	SA	38. Group meetings should be held to teach school board members, parents, and community leaders about jobs and careers.	1 2 3 4 5
SD	D	N	A	SA	39. Civic, business, professional and government leaders should be involved in the planning of career education programs.	1 2 3 4 5
SD	D	N	A	SA	40. Communities should provide ample opportunities for adult education, vocational and otherwise.	1 2 3 4 5
SD	D	N	A	SA	41. Community colleges and adult evening programs should allow individuals to enter their programs at any time for the purpose of learning a new job or career.	1 2 3 4 5

CAREER EDUCATION SURVEY FORM
Parents

Dear Parents:

This survey is intended to help the Public Schools of Florida to improve their services to your children, particularly in the area of Career Education. Your answering these questions will be useful and appreciated.

Part I

Directions: Please circle the correct answer.

1. In what grade(s) is (are) the child or children in your home? Circle as many as are necessary.
   a.) Kindergarten
   b.) Elementary (1-6)
   c.) Junior High (7-9)
   d.) Senior High (10-12)

2. With whom does the school child in your home live?
   a.) Both parents
   b.) Mother only
   c.) Father only
   Other (Specify in writing): _____

3. What is the highest level of education that you have completed? (Circle number)

	Elementary and High	College	College + (M.A., Doctorate)
Father	1 2 3 4 5 6 7 8 9 10 11 12	13 14 15 16	17 18 19 20
Mother	1 2 3 4 5 6 7 8 9 10 11 12	13 14 15 16	17 18 19 20
_____ Specify	1 2 3 4 5 6 7 8 9 10 11 12	13 14 15 16	17 18 19 20

Exhibit 2

Part II

Directions: Each question below has two parts. To the left of each statement you are asked your feelings about the way things should be. Circle the letter that indicates your degree of agreement or disagreement. To the right, you are asked your opinion about the way things are. Circle the number that shows your opinion about the way things are.

KEY

SD Strongly Disagree
D Disagree
N Neutral
A Agree
SA Strongly Agree

KEY

1. Not at all
2. Not Very Well
3. Don't Know, or No Opinion
4. Well
5. Extremely Well

Schools

SD	D	N	A	SA	1. All teachers should stress basic skills such as reading, writing, and arithmetic and help students see how these are important to jobs.	1	2	3	4	5
SD	D	N	A	SA	2. Schools should increase student awareness of a great variety of occupations; students should know about more jobs to choose from.	1	2	3	4	5
SD	D	N	A	SA	3. All teachers should teach how to make decisions about job choices.	1	2	3	4	5
SD	D	N	A	SA	4. At the high school level schools should allow students to select courses that are related to careers.	1	2	3	4	5
SD	D	N	A	SA	5. The courses related to careers should be seen as equal in importance as courses which prepare students for college.	1	2	3	4	5
SD	D	N	A	SA	6. A primary goal of schools is to make students become economically independent adults.	1	2	3	4	5

WHAT SHOULD BE		WHAT IS
SD Strongly Disagree D Disagree N Neutral A Agree SA Strongly Agree		1. Not at all 2. Not Very Well 3. Don't Know, or No Opinion 4. Well 5. Extremely Well
SD D N A SA	7. A very important goal of education is to promote healthy attitudes toward the world of work.	1 2 3 4 5
SD D N A SA	8. Schools should help students to understand the economics of the world of work.	1 2 3 4 5
SD D N A SA	9. Education should be about the future and should make the student aware of new and challenging jobs.	1 2 3 4 5
SD D N A SA	10. Students should be taught the educational requirements for many jobs, not just the popular ones.	1 2 3 4 5
SD D N A SA	11. In all grades students should have some opportunities to study about the world of work and the skills necessary for different jobs.	1 2 3 4 5
SD D N A SA	12. Schools should help the student learn their abilities, skills, and values so that they can make realistic job choices.	1 2 3 4 5
SD D N A SA	13. Schools should offer trade and technical courses as part of learning about jobs.	1 2 3 4 5
SD D N A SA	14. School systems should have career education specialists employed to help teachers plan, organize, and teach about jobs and careers.	1 2 3 4 5
SD D N A SA	15. School systems should give training to teachers to make sure that they understand our economic system, the job market and job requirements.	1 2 3 4 5

WHAT SHOULD BE

SD Strongly Disagree
D Disagree
N Neutral
A Agree
SA Strongly Agree

WHAT IS

1. Not at all
2. Not Very Well
3. Don't Know, or No Opinion
4. Well
5. Extremely Well

SD	D	N	A	SA	16. Teachers should make sure that students know about training, licensing and union or professional organization requirements for jobs.	1	2	3	4	5
SD	D	N	A	SA	17. Schools should make sure that, at some stage of their school careers, students do some career planning and exploring.	1	2	3	4	5
SD	D	N	A	SA	18. <u>All</u> teachers should talk to students about what workers actually do on the job.	1	2	3	4	5
SD	D	N	A	SA	19. Teachers should find out what careers individual students are interested in and help them get information about these careers.	1	2	3	4	5
SD	D	N	A	SA	20. Schools should keep and use an adequate supply of books, films, and audio-visual materials about the world of work.	1	2	3	4	5
SD	D	N	A	SA	21. Every teacher should help students develop work habits and values needed to get and keep jobs.	1	2	3	4	5
SD	D	N	A	SA	22. High school teachers should be required to help students learn how to conduct themselves in job interviews.	1	2	3	4	5
SD	D	N	A	SA	23. Schools should have placement offices for part-time employment during school years and for full-time employment after graduation.	1	2	3	4	5
SD	D	N	A	SA	24. Teachers should involve parents in helping learn about jobs.	1	2	3	4	5

WHAT SHOULD BE		WHAT IS
SD Strongly Disagree D Disagree N Neutral A Agree SA Strongly Agree		1. Not at all 2. Not Very Well 3. Don't Know, or No Opinion 4. Well 5. Extremely Well
SD D N A SA	25. Career education programs should be designed to be interesting and important enough to reduce drop-out rates.	1 2 3 4 5
SD D N A SA	26. Teachers should try hard to involve and use community people in teaching about jobs.	1 2 3 4 5
SD D N A SA	27. Schools should keep, and make available to the public, a collection of information about jobs and careers.	1 2 3 4 5
SD D N A SA	28. School systems should give standardized tests on career education skills to insure that objectives are being met.	1 2 3 4 5
SD D N A SA	29. Teachers should help students to understand that correct job choices are necessary to living a productive and enjoyable life.	1 2 3 4 5
SD D N A SA	30. Teachers should insure that career education programs do not have a sex or racial bias.	1 2 3 4 5
	Community	
SD D N A SA	31. Business, industry, and civic leaders should work with the schools by providing on-the-job training for students.	1 2 3 4 5
SD D N A SA	32. Community leaders should make themselves available to the schools as speakers and for advice.	1 2 3 4 5

WHAT SHOULD BE						WHAT IS				
SD	Strongly Disagree					1.	Not at all			
D	Disagree					2.	Not Very Well			
N	Neutral					3.	Don't Know, or No Opinion			
A	Agree					4.	Well			
SA	Strongly Agree					5.	Extremely Well			
SD	D	N	A	SA	33. Local employers should provide special work experiences for students who are highly intelligent.	1	2	3	4	5
SD	D	N	A	SA	34. Local employers should provide work experiences for students who are "slow learners".	1	2	3	4	5
SD	D	N	A	SA	35. Local employers should provide work experiences for students who are physically handicapped, or who have seeing or hearing problems.	1	2	3	4	5
SD	D	N	A	SA	36. Employers should actively participate in Career Days held in or out of school settings.	1	2	3	4	5
SD	D	N	A	SA	37. Employers should welcome and help with field trips to important local business and other places of work.	1	2	3	4	5
SD	D	N	A	SA	38. Group meetings should be held to teach school board members, parents, and community leaders about jobs and careers.	1	2	3	4	5
SD	D	N	A	SA	39. Civic, business, professional and government leaders should be involved in the planning of career education programs.	1	2	3	4	5
SD	D	N	A	SA	40. Communities should provide ample opportunities for adult education, vocational and otherwise.	1	2	3	4	5
SD	D	N	A	SA	41. Community colleges and adult evening programs should allow individuals to enter their programs at any time for the purpose of learning a new job or career.	1	2	3	4	5

Exhibit 3

RALPH D TURLINGTON
COMMISSIONER

STATE OF FLORIDA
DEPARTMENT OF EDUCATION
TALLAHASSEE 32304

May 5, 1978

Dear Community Leader:

You have been selected as one of 100 community leaders in the State of Florida who is likely to be concerned with the complex interrelationships between schools, societies, communities, and the world of work. The Department of Education is currently engaged in planning an integrated program of Career Education for Florida students. To this effort, we solicit your assistance in this survey.

The purpose of this survey is to assess needs and priorities in establishing a Career Education Program in Florida. Career Education is NOT a course; it is NOT vocational training; and it is NOT a guidance. Rather, we intend it to be a total program (Kindergarten through 12th grade) designed to help students relate the content of instruction to the world of work. We believe that advice from people of your caliber is important in this regard. Indeed, it is necessary if we are to create an integrated program which will meet the needs of students, employers, and communities.

We urge your cooperation. It is essential if we are to be successful in this endeavor. Please take the time to fill out the survey form and return it in the enclosed, self-addressed envelope.

Thank you for your cooperation and participation.

Sincerely,

Ralph D. Turlington

mhf

Enclosures

Exhibit 4

RALPH D. TURLINGTON
COMMISSIONER

STATE OF FLORIDA
DEPARTMENT OF EDUCATION
TALLAHASSEE 32304

May 5, 1978

Dear Parent:

Please help me to improve education for the children of Florida by sharing with me your beliefs about your child's education.

The enclosed short questionnaire is being sent to over 1,000 parents in the State of Florida. This will help the Department of Education to know how parents feel about the education their children should receive concerning the World of Work and Careers.

By spending ten minutes in filling out this questionnaire and returning it in the enclosed envelope by May 22, 1978, you will assist us in making plans to improve education for the children of Florida.

My sincerest appreciation.

Sincerely,

Ralph D. Turlington

mhf

Enclosures

Exhibit 5

Sample of follow-up Post Card sent to all 2350 subjects in sample population two weeks after mailing of survey forms.

Dear Community Leader:

Two weeks ago you received a request from Florida Education Commissioner, Ralph Turlington, to respond to the Florida Career Education Survey.

If you have already returned the survey we thank you. If you have not, would you now take just a few minutes to give us your views by filling out the survey form.

Thank you,

Florida Career Survey Program

Exhibit 6

Results and Recommendations of the FANCE Study

Results

The highest priority national learner outcomes in Florida are Basic Academic Skills, Work Habits, and Work Values. The most critical student needs concerned students' ability to accept responsibility; understand how self-concept influences success, value the importance of setting career goals based on self-knowledge; find jobs; consider alternatives when making career decisions and view career options independent of sex role stereotypes.

The student needs which are being met most successfully by current programs are in the areas of Career and Self Awareness and Basic Academic Skills. The greatest proportion of students in Florida (from 50 to 75 percent) can perform the following high priority skills: describe different careers; relate information about themselves to career choice; describe how basic skills are used in careers; work independently; and find career information.

The most critical program needs are in the areas of Infusion of Career Education into general education subjects; comprehensive career guidance, counseling, placement and follow-up; and inservice in career education for educators. The highest priority specific program needs concern: integrating career education in basic subjects; providing special career guidance for students with negative attitudes; providing some career counseling for all students; providing special career guidance for students with special needs, and providing units on career education within existing courses.

There was considerable agreement among teachers, counselors, principals and career coordinators in their selection of the highest and lowest priority program needs. There was greater difference of opinion in the medium priority range.

RECOMMENDATIONS

Based on the findings of the study, the following recommendations are suggested.

Student Needs

1. Increase the emphasis on developing students' affective career competencies, especially in the areas of job responsibility, self-concept, self-knowledge, and flexibility and tolerance.

Exhibit 6, contd.

2. Continue to emphasize the development of students' basic academic skills, especially applying basic skills in careers and using information resources.

3. Continue to emphasize the development of students' career and self awareness, especially considering alternatives when making career decisions and viewing career roles independent of sex stereotypes.

Program Needs

4. Increase the infusion of career education concepts and approaches in classrooms, especially its integration into general education subjects.

   a. Provide more and better units on career skills, such as job hunting within existing courses.

   b. Improve the coordination of career education experiences across grade levels.

   c. Offer more in-service on infusion strategies for educators.

5. Increase the career guidance and counseling offered to students so that all students receive some career counseling.

   a. Provide special career guidance for students with special needs (e.g., handicapped, minority, bilingual, or disadvantaged) and for students with negative attitudes toward work, school, and/or themselves.

   b. Offer more in-service in career guidance and counseling strategies.

   c. Improve the interest and aptitude testing program.